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ABSTRACT

The sixth report required by the Maryland Educational Accountability Act contains information about goals for Maryland public education and progress toward those goals. The first section explains accountability, the Maryland Accountability Act, and limitations of current instruments for measuring learning progress. The central purpose of the report is to present Maryland accountability assessment information. The reading comprehension, language, and mathematics skills covered by the Iowa Test of Basic Skills were assessed in the third, fifth, and seventh grades. Maryland's 1978-79 third and fifth graders scored better than, or the same as, their 1970 national norm sample counterparts; the seventh graders' averages fell short of the seventh grade averages in the national norm sample. The average grade equivalent scores, by skill area, are shown for each school within each county. Tables display the countywide average grade equivalents for the tests, along with the average nonverbal ability scores, over the past five Maryland Accountability Program reporting years. The last section of the report contains a short summary of progress in special program areas in the state: (1) Project Basic, (2) mandate for special education program monitoring and evaluation, and (3) Project STAR Reading Intervention. (PN)

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DAVID W. HORNBECK
STATE SUPERINTENDENT



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MARYLAND STATE DEPARTMENT OF EDUCATION

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November 1, 1981

To the Honorable Harry Hughes and Members of the General Assembly:

This is our sixth annual report on educational accountability submitted in compliance with the Annotated Code of the Laws of Maryland, S7-203.

We continue to be encouraged with the progress shown in the test results and the acceptance and use of information contained in these reports. We have attempted to reduce the volume of the reports by careful editing and elimination of marginally relevant material. We hope that action encourages broader readership and direct utilization.

Sincerely,

A handwritten signature in dark ink, appearing to read "David W. Hornbeck", written over a horizontal line.

DAVID W. HORNBECK
State Superintendent of Schools

DWH:ls

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MSDE
July 1981

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CHAPTER 1

INTRODUCTION

This report is the principal instrument for the disclosure of information about goals in public education and progress towards those goals. It is directed to the Governor and the General Assembly, as required by the Maryland Educational Accountability Law. Chapter 1 explains the concept of educational accountability and provides background information about the Maryland Accountability Program.

1.1 The Definition of Accountability

Simply stated, educational accountability is an attempt to measure, disclose, interpret, and improve results achieved by public school educational programs. Its purposes are (1) to promote an understanding of the relationships among the quality of education, the characteristics of educational settings and programs, the processes of education, plus needed and available human and material resources; and (2) on the basis of this understanding, to make improvements in the educational system.

It is important at this point to recognize that education is a shared responsibility. Parents and members of the various communities in the state, including public officials, have an enormous opportunity to influence the work of the schools. Social processes, including learning, cannot be conducted by the schools without active support from parents and the community. Accordingly, the responsibility to be accountable extends beyond the classroom to the whole school, the school system, the state education agency, the state government, and the larger community.

During the 1972 session of the Maryland General Assembly, Article 77, Section 28a, the Annotated Code of Maryland Supplement was passed. The law has come to be commonly called the "Maryland Educational Accountability Act." In 1978, however, with the restructuring of the Annotated Code of the Laws of Maryland, this law became known as §7-203, Education Accountability Program (see Appendix A).

The overall purpose of the law is to provide for the establishment of a program of statewide educational accountability. This program should assure that educational programs lead to the attainment of established educational objectives, provide information for an analysis of the differential effectiveness of instructional programs, and provide information for accurate analysis of the costs of instructional programs.

The Maryland Educational Accountability Law imposes several requirements for statewide accountability. These include (1) the establishment of goals and objectives in, but not limited to, reading, writing, and mathematics at all levels--state, school system, and individual school; (2) a school-by-school survey of the current status of student achievement in relation to established objectives, and the development of programs by each school for meeting its own needs; and (3) the establishment of evaluation procedures for determining the effectiveness of these programs. Regular re-evaluation of programs, goals, and objectives is, likewise, a stipulation of the law.

The Maryland Educational Accountability Law also requires that a yearly report be submitted by the State Superintendent of Schools to the Governor and the General Assembly, beginning in January 1975. This report must include, but is not necessarily

limited to, the progress made by the Maryland State Department of Education (MSDE), by local school systems, and by individual schools toward the achievement of their respective goals and objectives. The report also should include recommendations for legislation deemed necessary to improve the quality of education in Maryland.

1.3 The Maryland Accountability Program

Four major components of the Maryland Accountability Program (MAP) were established following these directives: (1) goals and objectives setting; (2) assessment; (3) process evaluation; and (4) program cost.

Staff responsibility for the administration of the accountability program is delegated by the State Superintendent of Schools to the Assistant State Superintendent, Division of Instruction. Accountability staff members in the Division of Instruction oversee MAP's operation at the state, system, and school levels, and coordinate developmental activities.

1.4 A Word of Caution

In 1973 the State Board of Education adopted a plan that called for the development and dissemination of statewide goals in reading, writing, and mathematics (see Appendix B). In subsequent phases, each of the 24 school systems was required to establish local goals and objectives in conformity with those established at the state level.

The relationship between educational goals and objectives established in Maryland and the assessment of current

status is, however, by no means ideal. Only the reading, writing, and mathematics skills covered by the Iowa Tests of Basic Skills have been assessed and reported in this document for purposes of accountability. Statewide assessment has not been undertaken in other areas of the cognitive domain, such as social studies, science, and the arts. No information has been collected statewide on student attitudes, interests, and values--the so-called affective domain; nor is information available regarding the psychomotor domain of learning.

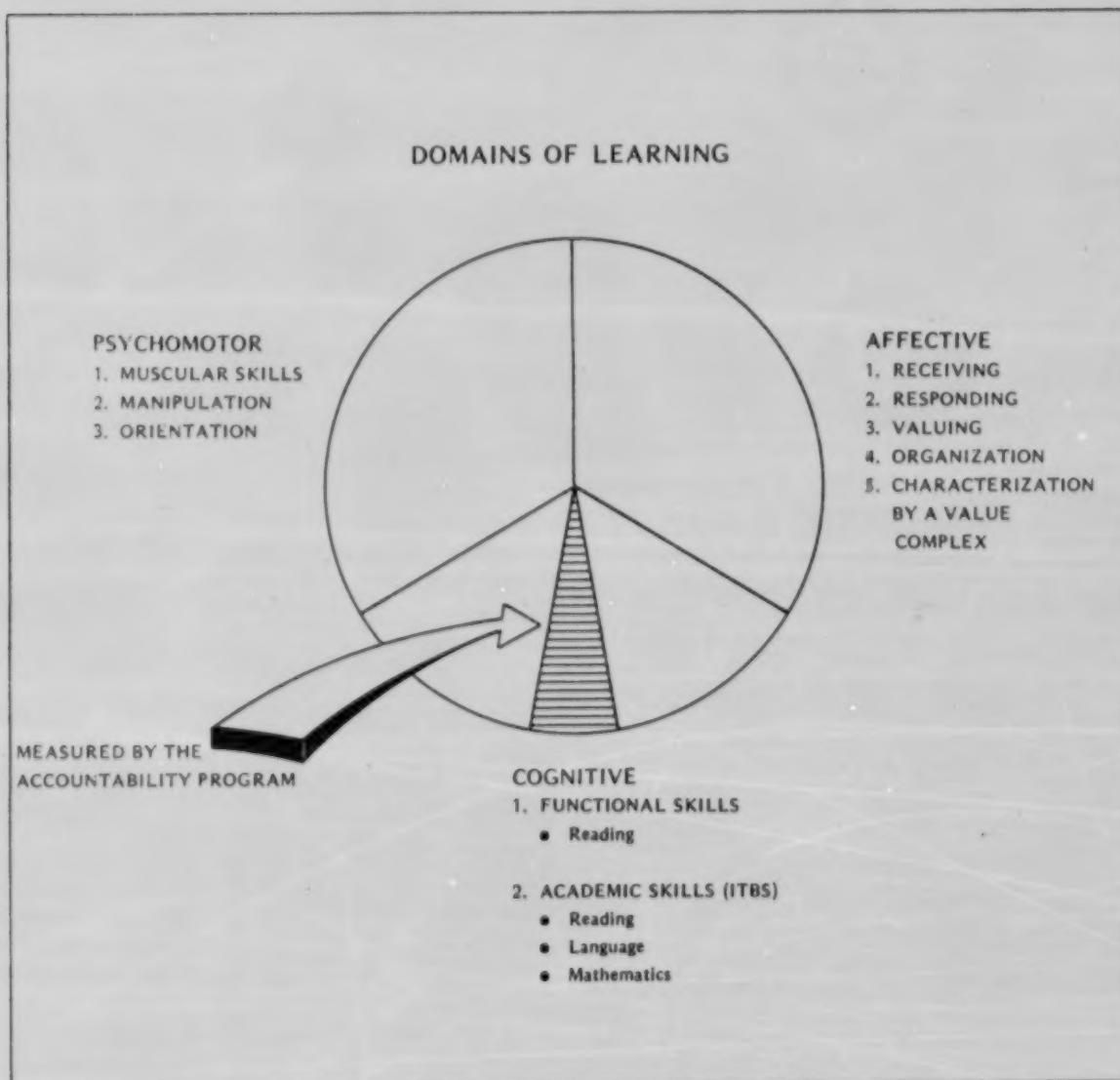
These three domains of learning--cognitive, affective, and psychomotor--are presented pictorially in Figure 1. The shaded area highlights an estimate of the limited sector of cognitive skills that is measured in Maryland's present accountability effort.

1.5 Instruments Used To Measure Academic Ability and Achievement

Reading, language arts, and mathematics were assessed by the nationally published norm-referenced test (Iowa Tests of Basic Skills, Form 5) in the third, fifth, and seventh grades. (See Appendix C for a detailed discussion of the norm-referenced assessment measure used.) In addition, functional reading skills have been assessed in the seventh and ninth grades by a criterion-referenced test (Maryland Functional Reading Test) developed at the state level.¹ The Maryland Functional Reading Test, Form A is used at the seventh grade level as a diagnostic tool; Form B of the test is used at the ninth grade level as a diagnostic tool, as well as to determine student achievement of minimum competency.

¹ Results from this test are presented in a separate report and are not covered here.

FIGURE 1. PORTION OF FULL LEARNING EXPERIENCE MEASURED BY THE MARYLAND ACCOUNTABILITY PROGRAM



Norm-referenced tests are designed to provide information about student performance in broad academic areas in relation to the performance of other students selected as representative of the nation as a whole. The subject-matter content of the tests is not precisely related to the instructional content presented in any particular school system or by any individual teacher. The tests are designed to describe performances of students in relation to the average score made by a national sample of their peers.

This report is concerned primarily with the academic performance of Maryland's elementary and junior high school students. However, as a gauge of Maryland high school seniors' academic standing in relation to a national sample of high school seniors, Scholastic Aptitude Test (SAT) scores for both groups are presented in Appendix D.

CHAPTER 2

THE ACCOUNTABILITY ASSESSMENT INFORMATION

Introduction

In the spring of 1979, third graders, fifth graders, and seventh graders took subtests of the Iowa Tests of Basic Skills. Approximately 57,000 students in each of these grades participated. Along with a number of additional statistics, school, local education agency,¹ and state average grade equivalent (G.E.) scores are presented in the tables of this chapter of the Maryland Accountability Program Report. G.E. scores are presented for subtests in three important skill areas -- reading comprehension, language, and mathematics.

Two levels of data for each school system are presented in the report. First, a comparison with the results of previous years' G.E. scores is shown for the LEA as a whole in Table 1; second, 1978-79 achievement averages for each participating school in the system are presented in Table 2. (State-level G.E. scores for the six accountability years are shown on page 12.)

Facts and Figures About Effort

During the 1978-79 school year, public education was the primary activity of nearly 1,000,000 persons in the State of Maryland. This figure included the 809,933 pupils enrolled in our primary and secondary schools, together with their more than 47,000 teachers and administrators. This means that in a state

¹ LEA refers to a county or city school system.

with 4,000,000 people, one of every four persons was directly involved in the educational process, not counting the parents, who obviously are concerned with their children's education and can hardly be considered noninvolved.

Community, school, and financial characteristics together form an overall impression of this sixth accountability year's effort. It is both interesting and instructive to look at these figures in relation to analogous figures for the previous accountability years (see Table 2-1). As this table indicates, a number of interesting trends may be identified:

1. Teacher and administrator salaries have increased.
2. Teacher and administrator qualifications have steadily improved in terms of experience and professional education.
3. The pupil-staff ratio has seen a consistent decline toward an optimally effective ratio.
4. The percent of daily attendance from 1974-75 through 1978-79 has remained essentially stable.

How does Maryland compare to other states in the union? Each year, the National Center for Education Statistics (NCES) in the Department of Education publishes its Digest of Education Statistics. According to the 1977-78 edition of this publication, Maryland compares favorably with the other states in the following educational and financial areas:

1. The median number of school years completed by Maryland persons 25 years or older is exactly that of the United States as a whole: 12.1 years (Census data, 1970).

TABLE 2-1. STATE LEVEL -- COMPARISON OF EDUCATION CHARACTERISTICS, BY SCHOOL YEAR

School year	Total enrollment (number)	Average daily attendance (percent)	Average pupils per staff member (number)
1973-74	911,097	92.3	19.6
1974-75	894,314	92.0	18.8
1975-76	880,900	92.2	18.4
1976-77	860,779	92.7	17.9
1977-78	836,807	93.4	17.6
1978-79	809,933	93.2	17.2

School year	Average salary (dollars)		Average years of experience		Staff with master's degree or above / (percent)
	Teachers	Administrators	Teachers	Administrators	
1973-74	\$11,164	\$19,097	9.7	20.1	24.5
1974-75	\$12,352	\$20,837	9.9	20.2	26.6
1975-76	\$13,363	\$22,171	10.2	20.3	28.8
1976-77	\$14,203	\$23,640	10.6	20.3	31.5
1977-78	\$15,228	\$25,029	10.6	20.4	35.1
1978-79	\$16,209	\$26,255	10.9	20.3	36.5

2. However, the percent of persons in Maryland extending their education beyond college is the second highest in the nation (6.6 percent), after the District of Columbia (9.7 percent) (1970 Census data).
3. Illiteracy in Maryland (0.9 percent) is well below that of the U.S. (1.2 percent), according to the U.S. Department of Commerce, Bureau of the Census, Current Population Reports, Series P-23, No. 8.
4. Measured in percent of per capita income (5.4 percent), Maryland spends slightly more than the U.S. (5.2 percent) on the education of its youth (Source: Survey of Current Business, 1977).
5. The average daily attendance in Maryland, as a percent of the average daily enrollment (93.2 percent), is slightly above that of the U.S. (93.0 percent), while Maryland's average length of term in school days (180) is longer than that for the country as a whole (178-9).
6. The average annual salary of Maryland's instructional staff (\$16,209) compares favorably with that of the U.S. (\$12,070).

In general, nothing about Maryland's schools and educational finance, in comparison with the U.S. as a whole, gives cause for alarm or discouragement. On the contrary, in most of these areas Maryland takes a strong and healthy position among its sister states.

MARYLAND

State Level Test Results

Table 1 shows, by grade level, the state average grade equivalent (G.E.) scores on selected subtests of the Iowa Tests of Basic Skills. These average grade equivalent scores were computed from student data.

Test score data obviously differ from the data on educational characteristics presented in Table 2-1. The expenditures of resources shown in this table constitute measures of input to education, while test scores constitute one measure of outcome. These two types of data must be interpreted differently.

TABLE 1. STATE LEVEL -- COMPARISON OF YEAR I (1973-74), YEAR II (1974-75), YEAR III (1975-76), YEAR IV (1976-77), YEAR V (1977-78), AND YEAR VI (1978-79) DATA IN AVERAGE GRADE EQUIVALENT (G.E.) SCORES

Grade	School year	Iowa Tests of Basic Skills		
		Reading comprehension G.E.	Language total G.E.	Mathematics total G.E.
3	1973-74	3.6	3.9	3.6
	1974-75	3.6	4.0	3.6
	1975-76	3.7	4.1	3.7
	1976-77	3.8	4.3	3.8
	1977-78	3.9	NR*	NR
	1978-79	3.9	NR	NR
5	1973-74	5.3	5.5	5.5
	1974-75	5.3	5.5	5.5
	1975-76	5.3	5.6	5.6
	1976-77	5.4	5.8	5.6
	1977-78	5.5	5.9	5.7
	1978-79	5.5	6.0	5.7
7	1973-74	6.9	7.1	7.2
	1974-75	6.9	7.0	7.1
	1975-76	6.9	7.0	7.2
	1976-77	6.9	7.1	7.1
	1977-78	7.0	7.2	7.2
	1978-79	7.0	7.2	7.2

*NR = These scores are not reported for the school year because of changes in reporting requirements.

Interpretation of test scores is facilitated if they are thought of as descriptive of the "average" Maryland student, although such a person does not exist in reality. These data are subject to error in interpretation or varying points of view on what the students should have learned. Yet the larger question remains: Are the observed average grade equivalents good, bad, or indifferent?

An obvious approach to finding the answer to this question is a comparison of Maryland scores with the "National Norms." Such a comparison is not as simple as was apparently supposed by a reporter who inquired, "Why is Maryland below the National Norm?" Many people understand the term "National Norm" to be a scoring level which would be "normal" or "expected" for an average student at a particular grade level. But no such meaning is implied in the official use of this term by those who established the norms, nor by those who make professional reference to them.

These are the facts of the matter: Between October 12 and November 13, 1970, the publishers of the Iowa Tests of Basic Skills administered their test battery to a large sample of students from all over the United States. This sample, referred to as the National Norm Sample, was selected in such a way as to represent a cross section of the elementary school children in the nation. The tests were scored and the results statistically treated so that a particular test score could be expressed as a grade equivalent. For example, the average grade equivalent obtained by third graders in the National Norm Sample was 3.7 on all subtests. Thus, when we notice that the average Maryland third grader scored 3.9 on the Reading Comprehension subtest, it is correct to say that the average Maryland third grader scored higher in Reading Comprehension than the average third grader in the 1970 sample. But it is an entirely different matter to say how this score compares to what would be "normal" or "expected" for a particular Maryland third grader.

At this point, several important factors begin to play a role. First, the kind of classroom experiences, curriculum exposure, learning activities, teacher emphasis on certain skills, and environmental expectations begin to differentiate between the "normality or expectancy" of the Maryland and National Norm Sample student; second, personal ability levels, home backgrounds, aptitudes, and interests set the two still further apart; and finally, there is the problem of national trends in test scores. It is well known that in the last decade the scores on standardized tests have dropped throughout the nation. Thus, comparing the 1978 Maryland Accountability Assessment results to 1970 National Norms is really a matter of comparing how our students performed on a particular test this year with a sample of students who took this test eight years ago.

We do not say that any such comparison of Maryland averages with the National Norms is meaningless. The above remarks are intended to caution against over-interpretation of the data, not to recommend throwing them away. In spite of the many enthusiastic suggestions from some quarters to do just that, there is much to be gained from a thoughtful inspection of the test results.

Most importantly, a consideration of the knowledge, understanding, and skills subsumed by the test items would hardly cause parents or teachers to be indifferent to whether or not their children had gained any proficiency in them. The old euphemism that we "don't want to teach to a test" is a poor excuse indeed for failing to provide the kind of education which will help our children acquire the basic skills essential to their social and intellectual development. When a particular set of tests samples these basic skills, as the Iowa Tests of Basic Skills certainly do, then teaching our children these skills is the issue, and "teaching to the test" becomes merely a distracting platitude. The scores our children obtain on the

tests can be very useful as indicators of how well we are succeeding. But they cannot be used to determine if a child is "normal," "meeting expectations," or even "up to par."

The way that an individual student scores on the ITBS can, when looked at in conjunction with much additional information on that student, provide some diagnostic insight into his or her progress in school. At least the publishers of the ITBS claim that this is true, and many successful educators agree with them. However, any such diagnostic informational content is lost once we start aggregating large numbers of test scores and computing averages. Since the Maryland Accountability Report deals only with such averages, and those for very large numbers of students, it should be clearly understood that the data can function only as indicative of achievement levels, and not as diagnostic indicators of differential school effectiveness.

Taking into account all of these precautions against both stringent over-interpretation and unwarranted ignoring of the data, what does Table 1 tell us about the basic skills achievement of the "average" Maryland student for the 1978-79 school year and for all six accountability assessment years? Below are some pertinent observations, by grade level, which constitute a partial answer to this question:

STATE LEVEL DATA, 1978-79

- The Maryland third grade average for the Reading Comprehension subtest (3.9) is well ahead of the National Norm of 3.7.
- The Maryland fifth grade averages fluctuate around the National Norm of 5.7 for all three tests: Reading Comprehension (5.5); Language Total (6.0); and Mathematics Total (5.7).

- The Maryland seventh grade averages are somewhat below the National Norm of 7.6: Reading Comprehension (7.0), and Language Total and Mathematics Total (both at 7.2).

In general terms, Maryland's 1978-79 third and fifth graders scored better or, in most cases right along with, their 1970 Norm Sample counterparts; the Maryland seventh graders' averages, however, fell short of the seventh grade averages in the Norm Sample.

TRENDS IN STATE LEVEL DATA

With six years of test results displayed in Table 1, some questions on trends naturally arise. Many conservative, purist statisticians would prefer to be noncommittal on the grounds that the differences are too small over too few years to permit an identification of clear trends. However, if appropriate safeguards are taken against over-interpretation of the data, some questions can be answered tentatively about what is happening to the performance levels of Maryland's students.

- Q. Are the observed differences in average grade equivalents "real"? (e.g., Did the average third grader in Maryland really score steadily higher from Year I to Year VI?)
- A. Yes. The problem of "real differences" in average grade equivalents is one of sampling error. But with the number of students tested ranging from 85 percent to 97 percent of all students in Maryland, the sampling error is so small that nearly all observed differences are statistically significant and reflect "real" changes in the average grade equivalents.

Q. In view of the complicated issues involved, can anything be said about the trends in Maryland which makes common sense?

A. Yes.

1. The third, fifth, and seventh grades show an upward and stabilized year-to-year improvement in most subtests currently required.
2. A leveling off of test scores is observed in the later school years.
3. No steady decline is observed in any grade on any subtest.
4. The third and fifth grade scores are solidly within the center of the National Norm Sample on most of the subtests reported, although the seventh grade scores are not.

2.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

ALLEGANY COUNTY



- Table 1 displays the countywide average grade equivalents (G.E.) for the major Iowa Tests of Basic Skills subtests and grades (3, 5, and 7) currently required for reporting purposes over the past six Maryland Accountability Program reporting years.

- Compared with the previous reporting years, Table 2 has been considerably revised, due to changes in reporting requirements. For each school, only the school's average grade equivalents (G.E.) for Reading Comprehension, Language Total, and Mathematics Total are shown.

ALLEGANY COUNTY

TABLE 1. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-74), YEAR II (1974-75), YEAR III (1975-76), YEAR IV (1976-77), YEAR V (1977-78), AND YEAR VI (1978-79) DATA IN AVERAGE GRADE EQUIVALENT (G.E.) SCORES

Grade	School year	Iowa Tests of Basic Skills		
		Reading comprehension G.E.	Language total G.E.	Mathematics total G.E.
3	1973-74	4.0	4.5	3.9
	1974-75	3.9	4.5	3.8
	1975-76	4.0	4.6	4.0
	1976-77	4.1	4.7	3.9
	1977-78	4.2	NR*	NR
	1978-79	4.2	NR	NR
5	1973-74	5.6	5.8	5.8
	1974-75	5.6	5.9	5.8
	1975-76	5.6	6.1	5.9
	1976-77	5.6	6.1	5.8
	1977-78	5.6	6.1	5.7
	1978-79	5.7	6.1	5.7
7	1973-74	7.1	7.5	7.4
	1974-75	7.2	7.8	7.3
	1975-76	7.4	7.6	7.4
	1976-77	7.3	7.6	7.4
	1977-78	7.2	7.5	7.3
	1978-79	7.2	7.5	7.3

*NR = These scores are not reported for the school year because of changes in reporting requirements.

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA
1978 - 79
ALLEGANY COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
BARTON	3	4.1	5.4	5.3
	5	5.0		
BEALL	3	3.9	5.9	6.0
	5	5.8		
BEALL HIGH	7	7.3	7.6	7.3
BEL AIR	3	4.8	6.6	6.1
	5	6.3		
BRADDOCK JR HI	7	7.4	7.8	7.6
BRUCE JR SR HI	7	7.1	7.0	7.7
CASH VALLEY	3	3.9	6.0	5.6
	5	5.8		
COLUMBIA STREET	3	3.4	5.6	5.2
	5	5.2		
CRESAPTOWN	3	4.9	6.3	5.7
	5	5.7		
EAST SIDE	3	4.2	6.3	5.9
	5	6.0		
ECKHART	3	4.1	6.5	5.5
	5	5.8		

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA
1978 - 79
ALLEGANY COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
FLINTSTONE	3	4.0		
	5	5.2	6.0	5.5
	7	6.5	7.6	6.7
FROST	3	4.7		
	5	5.6	6.3	5.6
GEORGES CREEK	3	3.5		
	5	5.1	5.3	4.9
GEPHART	3	3.9		
	5	6.1	6.6	6.1
JOHN HUMBIRD	3	4.0		
	5	5.2	5.7	5.2
JOHNSON HEIGHTS	3	4.7		
	5	6.2	6.7	6.4
MCCOOLE	3	3.9		
	5	5.9	6.5	5.6
MT SAVAGE	3	3.6		
	5	5.3	5.7	5.4
	7	7.0	7.4	6.9
NORTHEAST	3	4.1		
	5	5.2	5.5	5.3
OLDTOWN	3	4.3		
	5	4.8	4.8	4.8
	7	6.8	6.3	6.8
PARKSIDE	3	4.8		
	5	6.6	6.8	6.6

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA
1978 - 79
ALLEGANY COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
PENNSYLVANIA AVENUE	3	3.9		
	5	5.6	6.0	5.7
VALLEY JR SR HI	7	7.0	7.3	7.1
WASHINGTON JR HI	7	7.2	7.5	7.3
WEST SIDE	3	4.5		
	5	6.2	7.1	6.4
WESTERNPORT	3	4.0		
	5	6.0	6.5	5.9

2.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

ANNE ARUNDEL COUNTY



- Table 1 displays the countywide average grade equivalents (G.E.) for the major Iowa Tests of Basic Skills subtests and grades (3, 5, and 7) currently required for reporting purposes over the past six Maryland Accountability Program reporting years.
- Compared with the previous reporting years, Table 2 has been considerably revised, due to changes in reporting requirements. For each school, only the school's average grade equivalents (G.E.) for Reading Comprehension, Language Total, and Mathematics Total are shown.

TABLE 1. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-74), YEAR II (1974-75), YEAR III (1975-76), YEAR IV (1976-77), YEAR V (1977-78), AND YEAR VI (1978-79) DATA IN AVERAGE GRADE EQUIVALENT (G.E.) SCORES

Grade	School year	Iowa Tests of Basic Skills		
		Reading comprehension G.E.	Language total G.E.	Mathematics total G.E.
3	1973-74	3.6	4.0	3.6
	1974-75	3.7	3.9	3.6
	1975-76	3.8	4.2	3.8
	1976-77	4.0	4.4	3.8
	1977-78	4.1	NR*	NR
	1978-79	4.0	NR	NR
5	1973-74	5.4	5.4	5.5
	1974-75	5.3	5.5	5.5
	1975-76	5.5	5.7	5.6
	1976-77	5.6	6.0	5.7
	1977-78	5.7	6.0	5.7
	1978-79	5.7	6.2	5.8
7	1973-74	6.9	6.9	7.1
	1974-75	7.0	6.8	7.1
	1975-76	7.0	7.0	7.2
	1976-77	7.1	7.0	7.2
	1977-78	7.1	7.0	7.2
	1978-79	7.2	7.2	7.3

*NR = These scores are not reported for the school year because of changes in reporting requirements.

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA
1978 - 79
ANNE ARUNDEL COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
ANNAPOLIS	3	4.2		
	5	6.2	6.8	6.0
ANNAPOLIS JR HI	7	6.8	6.9	6.8
ARNOLD	3	4.3		
	5	6.2	6.6	6.4
ARUNDEL JR HI	7	7.5	7.4	7.6
BATES JR HI	7	7.1	6.9	6.9
BAYVIEW MID	7	6.9	7.5	7.4
BELLE GROVE	3	3.8		
	5	5.3	5.8	5.2
BELVEDERE	3	4.4		
	5	6.0	6.3	6.2
BENFIELD	3	4.8		
	5	6.6	7.0	6.8
BODKIN	3	4.3		
	5	6.1	6.5	6.2
BROADNECK	3	4.2		
	5	6.3	6.8	6.1

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA
1978 - 79
ANNE ARUNDEL COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
BROCK BRIDGE	3	4.0		
	5	5.3	5.6	5.3
BROOKLYN PARK	3	3.7		
	5	5.6	5.9	5.4
BROOKLYN PK JR SR HI	7	7.1	7.3	7.3
CAPE ST CLAIRE	3	4.2		
	5	6.1	6.7	6.4
CARRIE R WEEDON	3	4.0		
	5	6.6	7.3	6.3
CENTRAL	3	4.0		
	5	5.8	6.1	5.5
CENTRAL MID	7	7.1	7.5	7.4
CORKRAN JR HI	7	7.0	7.1	7.3
CROFTON	3	4.4		
	5	6.1	6.2	6.0
CROFTON WOODS	3	4.4		
	5	6.2	6.6	6.1
DAVIDSONVILLE	3	4.0		
	5	5.8	6.5	6.0

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA
1978 - 79
ANNE ARUNDEL COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
DEALE	3 5	3.9 5.4	5.4	5.1
EASTPORT	3 5	4.3 5.5	6.2	5.5
EDGEWATER	3 5	3.6 5.7	6.0	5.7
FERNDALE	3 5	4.3 5.3	5.3	5.5
FOLGER MCKINSEY	3 5	4.7 6.3	6.5	6.3
FORT SMALLWOOD	3 5	3.9 5.7	6.1	5.3
FOUR SEASONS	3 5	4.4 6.0	6.4	5.9
FREETOWN	3 5	3.7 5.0	5.8	5.4
GEORGE CROMWELL	3 5	4.3 5.9	6.2	6.0
GEORGE FOX MID	7	6.4	6.7	6.3
GEORGETOWN EAST	3 5	3.4 5.6	6.1	5.6

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA
1978 - 79
ANNE ARUNDEL COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
GERMANTOWN	3	3.9	6.0	5.3
	5	5.1		
GLEN BURNIE PARK	3	4.0	5.6	5.4
	5	5.5		
GLENDALE	3	3.6	5.6	5.5
	5	5.3		
HARMAN	3	4.0	6.2	5.5
	5	5.6		
HIGH POINT	3	4.2	6.1	6.0
	5	5.5		
HILLSMERE	3	4.1	6.1	6.0
	5	5.9		
HILLTOP	3	4.6	7.3	6.7
	5	6.3		
JACOBSTOWN	3	3.8	6.3	5.8
	5	5.3		
JESSUP	3	3.8	5.5	5.3
	5	5.2		
JONES	3	4.6	6.6	6.1
	5	6.1		
LAKE SHORE	3	3.8	5.8	5.4
	5	5.6		

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA
1978 - 79
ANNE ARUNDEL COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
LINDALE JR HI	7	7.1	7.2	7.3
LINTHICUM	3 5	4.2 5.8	6.3	5.5
LOTHIAN PRIMARY	3 5	3.7 5.4	5.4	5.1
MACARTHUR MID	7	7.1	7.1	7.3
MAGOTHY RIVER MID	7	7.8	7.9	7.7
MANOR VIEW	3 5	3.6 5.5	5.9	5.4
MARLEY	3 5	3.8 5.3	5.9	5.4
MARLEY JR HI	7	7.0	6.8	7.1
MARYLAND CITY	3 5	4.5 5.5	6.2	5.6
MAYO	3 5	4.2 6.4	6.6	6.5
MEADE HEIGHTS	3 5	4.0 5.6	6.0	5.9
MILLERSVILLE	3 5	4.5 5.8	6.6	5.9

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA
1978 - 79
ANNE ARUNDEL COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
NORTH GLEN	3	3.8		
	5	5.5	5.9	5.3
OAK HILL	3	4.2		
	5	6.3	6.6	6.6
OAKWOOD	3	3.9		
	5	5.4	6.5	6.0
ODENTON	3	3.6		
	5	5.6	5.1	5.8
OLDMILL MIDDLE NORTH	7	7.4	7.4	7.4
OLDMILL MIDDLE SOUTH	7	7.0	7.6	7.5
OVERLOOK	3	4.1		
	5	5.7	6.1	5.7
PARK	3	4.1		
	5	5.5	5.8	5.6
PAROLE	3	3.4		
	5	5.1	5.7	5.2
PASADENA	3	3.9		
	5	5.6	5.8	6.0
PERSHING HILL	3	4.7		
	5	5.9	6.4	5.8

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA
1978 - 79
ANNE ARUNDEL COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
POINT PLEASANT	3	3.8		
	5	5.6	6.0	5.7
QUARTERFIELD	3	4.3		
	5	6.1	6.8	6.1
RICHARD HENRY LEE	3	3.5		
	5	5.4	5.7	5.2
RIDGEWAY	3	3.9		
	5	5.5	5.9	5.6
RIPPLING WOODS	3	4.4		
	5	6.2	6.8	6.2
RIVIERA BEACH	3	4.2		
	5	5.7	6.0	5.9
ROLLING KNOLLS	3	4.1		
	5	5.6	5.6	5.4
SEVERN	3	3.5		
	5	4.8	5.8	5.5
SEVERN RIVER JR HI	7	7.7	7.6	7.7
SEVERNA PARK	3	4.6		
	5	6.7	7.0	6.8
SEVERNA PK JR HI	7	8.1	8.0	8.4

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA
1978 - 79
ANNE ARUNDEL COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
SHADY SIDE	3	3.5		
	5	5.3	5.7	5.4
SOLLEY	3	3.2		
	5	4.1	4.5	4.9
SOUTH SHORE	3	3.9		
	5	6.3	6.4	6.4
SOUTHERN MID	7	6.6	6.6	7.0
SOUTHGATE	3	4.3		
	5	6.0	7.0	6.3
SUNSET	3	3.7		
	5	5.3	5.7	5.4
TRACEYS	3	3.8		
	5	5.4	6.3	5.7
TYLER HEIGHTS	3	3.4		
	5	5.1	5.5	5.1
VAN BOKKELEN	3	3.2		
	5	4.8	5.2	5.0
WAUGH CHAPEL	3	4.2		
	5	5.5	5.8	5.6
WEST ANNAPOLIS	3	4.2		
	5	5.6	6.0	5.5

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA
1978 - 79
ANNE ARUNDEL COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
WEST MEADE	3	4.2		
	5	5.6	6.0	5.5
WINDMILL POINT MID	7	7.1	7.2	7.3
WOODSIDE	3	4.2		
	5	5.1	5.4	5.4

2.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

BALTIMORE CITY



- Table 1 displays the citywide average grade equivalents (G.E.) for the major Iowa Tests of Basic Skills subtests and grades (3, 5, and 7) currently required for reporting purposes over the past six Maryland Accountability Program reporting years.

- Compared with the previous reporting years, Table 2 has been considerably revised, due to changes in reporting requirements. For each school, only the school's average grade equivalents (G.E.) for Reading Comprehension, Language Total, and Mathematics Total are shown.

BALTIMORE CITY

TABLE 1. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-74), YEAR II (1974-75), YEAR III (1975-76), YEAR IV (1976-77), YEAR V (1977-78), AND YEAR VI (1978-79) DATA IN AVERAGE GRADE EQUIVALENT (G.E.) SCORES

Grade	School year	Iowa Tests of Basic Skills		
		Reading comprehension G.E.	Language total G.E.	Mathematics total G.E.
3	1973-74	2.9	3.4	3.1
	1974-75	2.8	3.3	3.0
	1975-76	2.9	3.4	3.0
	1976-77	3.1	3.5	3.1
	1977-78	3.1	NR*	NR
	1978-79	3.1	NR	NR
5	1973-74	4.4	4.9	4.8
	1974-75	4.3	4.7	4.7
	1975-76	4.3	4.7	4.6
	1976-77	4.4	4.8	4.7
	1977-78	4.5	5.0	4.8
	1978-79	4.5	5.0	4.9
7	1973-74	5.7	6.2	6.2
	1974-75	5.6	6.0	6.0
	1975-76	5.5	5.9	5.9
	1976-77	5.5	5.9	5.9
	1977-78	5.7	5.9	6.1
	1978-79	5.6	6.0	6.0

*NR = These scores are not reported for the school year because of changes in reporting requirements.

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA
1978 - 79
BALTIMORE CITY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
ABBOTTSTON	3	2.8		
	5	3.8	4.4	4.3
ALEXANDER HAMILTON	3	2.8		
	5	4.1	4.9	5.1
ARLINGTON	3	3.4		
	5	5.0	5.9	5.2
ARMISTEAD GARDENS	3	3.5		
	5	4.7	4.9	5.0
ARUNDEL	3	3.1		
	5	4.1	4.8	4.5
ASHBURTON	3	3.0		
	5	4.3	5.2	4.8
BARCLAY	3	3.4		
	5	4.3	5.1	4.7
BARRISTER CHARLES	3	2.9		
	5	4.3	4.4	4.7
BAY BROOK	3	3.1		
	5	4.6	5.3	5.0
BEECHFIELD	3	3.6		
	5	4.9	5.4	5.2
BELMONT	3	2.9		
	5	4.5	5.1	5.7

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA
1978 - 79
BALTIMORE CITY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
BENJAMIN FRANKLIN JH	7	5.9	5.8	6.2
BENTALOU	3	3.2		
BETSY ROSS	3	3.0		
BOOKER T WASHINGTON	7	5.0	5.4	5.6
BREHMS LANE	3	3.6		
	5	5.1	5.3	5.4
BROOKLYN	3	3.5		
	5	4.6	5.1	5.2
CALLAWAY	3	4.0		
	5	4.6	5.1	4.7
CALVERTON	7	5.2	5.7	5.8
CANTON	3	3.3		
	5	4.5	4.7	4.9
	7	5.9	5.8	6.3
CARTER G. WOODSON	3	2.8		
	5	4.3	4.8	4.5
CECIL	3	2.8		
	5	4.0	4.5	4.5

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA
1978 - 79
BALTIMORE CITY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
CHARLES CARROLL	3	3.1		
	5	4.3	4.8	4.8
CHERRY HILL	3	3.0		
	5	4.1	4.8	5.0
CHERRY HILL JR. HI	7	4.7	5.5	5.4
CHINQUAPIN MID	7	6.1	6.6	6.4
CITY SPRINGS	3	2.8		
	5	4.1	4.6	4.5
CLIFTON PARK JHS	7	5.2	5.5	5.6
COLDSTREAM PARK	3	3.0		
	5	4.4	5.1	4.8
COLLINGTON SQUARE	3	2.8		
	5	4.0	4.3	4.3
COMM JOHN RODGERS	3	2.8		
	5	4.1	4.8	4.8
COPPIN	3	2.9		
	5	4.3	4.6	4.6
CROSS COUNTRY	3	3.6		
	5	5.6	6.2	5.8

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA
1978 - 79
BALTIMORE CITY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
CURTIS BAY	3	3.6		
	5	4.8	4.6	5.0
DALLAS F NICHOLAS SR	3	3.0		
	5	4.2	4.5	4.7
DAVID E WEGLEIN	3	2.7		
	5	4.3	5.0	5.1
DICKEY HILL	3	3.2		
	5	4.4	5.3	4.9
DIGGS JOHNSON JR HI	7	5.1	5.2	5.8
DR BERNARD HARRIS	3	2.8		
	5	4.1	4.7	4.6
DR MARTIN KING JR	5	4.4	5.0	4.7
DR RAYNER BROWNE	3	2.5		
	5	3.8	4.6	4.6
DUKE ELLINGTON	3	3.3		
EDGECOMBE CIRCLE	3	3.1		
	5	4.1	4.6	4.7
EDGEWOOD	3	3.4		
	5	4.7	5.2	4.8

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA
1978 - 79
BALTIMORE CITY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
ELMER A HENDERSON	3	2.6		
	5	3.3	4.5	4.5
EUTAW MARSHBURN	3	3.2		
	5	4.3	4.8	4.9
FALLSTAFF	7	7.3	7.3	7.2
FEDERAL HILL	3	2.8		
	5	4.5	4.7	4.8
FORT WORTHINGTON	3	3.1		
	5	4.2	4.9	4.9
FRANCIS SCOTT KEY	3	3.7		
	5	5.3		5.3
	7	5.9	6.1	6.3
FRANKFORD	5	4.2	4.7	4.6
FRANKLIN D ROOSEVELT	3	2.3		
	5	4.0	5.1	4.8
FRANKLIN SQUARE	5	4.0	4.6	4.7
FURLEY	3	3.5		
	5	4.3	5.3	5.3
FURMAN TEMPLETON	3	2.7		
	5	4.1	4.2	4.4
GARDENVILLE	3	4.1		
	5	5.6	5.9	6.0

TABLE 2. SCHOOL LEVEL — SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA
1978 - 79
BALTIMORE CITY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
GARRETT HEIGHTS	3	3.5		
	5	5.3	5.6	5.5
GARRISON	7	5.5	6.3	5.9
GEORGE KELSON	3	2.7		
	5	3.5		4.3
GEORGE STREET	3	2.9		
	5	3.9	4.2	4.2
GEORGE WASHINGTON	3	3.0		
	5	4.7	4.8	5.2
GILMOR	3	2.5		
	5	3.7	4.3	4.2
GLENMOUNT	3	4.0		
	5	5.9	6.5	6.1
GOVANS	3	3.3		
GREENSPRING JHS	7	5.4	5.9	5.3
GROVE PARK	3	3.8		
	5	5.8	6.1	5.4

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA
1978 - 79
BALTIMORE CITY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
GUILFORD	3	3.4		
	5	4.9	4.9	5.2
GUILFORD AVENUE	3	2.9		
	5	4.7	5.0	5.0
GWYNNS FALLS	3	3.1		
	5	4.4	5.1	4.8
	7	5.9	6.9	6.8
GWYNNS FALLS PARK	7	5.2	5.8	5.7
HAMILTON	3	4.0		
	5	5.4	5.9	6.1
HAMILTON JHS	7	5.7	6.1	6.3
HAMPDEN	3	4.2		
	5	5.6	5.9	6.0
HAMPSTEAD HILL	3	3.2		
	5	4.6	4.6	5.0
HAMPSTEAD HILL JHS	7	5.5	5.7	5.8
HARFORD HEIGHTS	3	3.1		
	5	4.5	5.3	4.9
HARLEM PARK	3	2.9		
	5	3.9	5.0	4.9

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA
1978 - 79
BALTIMORE CITY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
HARLEM PARK JR. HI	7	5.3	5.5	5.6
HARRIET TUBMAN	3	2.8		
	5	4.0	4.4	4.5
HAZELWOOD	3	3.7		
	5	5.2	5.7	5.6
	7	7.2	7.7	7.5
HERRING RUN JHS	7	5.6	6.0	6.1
HIGHLANDTOWN 0215	3	3.2		
	5	4.7	5.3	5.1
HIGHLANDTOWN 0237	3	3.3		
	5	5.5	6.9	6.4
HILTON	3	3.3		
	5	4.6	5.0	4.9
HOLABIRD	3	2.9		
	5	4.4	4.5	4.7
HOUSTON WOODS JHS	7	5.2	5.4	5.6
HOWARD PARK	3	3.0		
	5	4.2	5.0	4.9
IRVINGTON	3	3.1		
	5	4.4	5.0	4.8
	7	5.6	5.9	5.9

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA
1978 - 79
BALTIMORE CITY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
JACKIE ROBINSON	5	4.2	4.7	4.5
JAMES MCHENRY	3 5	2.9 4.0	4.1	4.6
JAMES MONROE	3 5	3.1 3.9	4.3	4.5
JAMES MOSHER	3 5	3.3 5.0	5.3	5.1
JOHN EAGER HOWARD	3 5	3.0 4.2	4.6	4.5
JOHN RUHRAH	3 5	3.5 5.0	5.5	5.4
JOHNSTON SQUARE	3 5	2.9 4.0	5.0	4.7
LAFAYETTE	3 5	3.2 4.3	4.9	4.7
LAKELAND	3 5 7	3.1 5.4 5.8	5.7 6.0	5.7 6.1
LANGSTON HUGHES	3 5	2.8 3.9	4.7	4.5
LEITH WALK	3 5	3.7 5.8	6.3	6.0
LEXINGTON TERRACE	3 5	2.7	4.1	

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA
1978 - 79
BALTIMORE CITY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
LIBERTY	3	3.0		
LOCKERMAN BUNDY	3	3.0		
	5	4.6	5.7	5.0
LOMBARD	7	5.1	5.5	5.5
LYNDHURST	3	2.9		
	5	4.9	5.4	4.9
MADISON SQUARE	3	2.9		
	5	4.1	4.5	4.5
MALCOLM X	3	3.6		
MARGARET BRENT	3	3.0		
	5	4.6	5.4	5.2
MARY E RODMAN	3	3.0		
	5	5.1	5.6	5.1
MATTHEW A HENSON	3	3.0		
	5	4.3	5.0	4.9
MEDFIELD HEIGHTS	3	3.5		
	5	5.0	5.3	5.4
MONTEBELLO	3	2.7		
	5	4.1	4.5	4.4

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA
1978 - 79
BALTIMORE CITY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
MORAVIA PARK PRIMARY	3	2.9		
MORDECAI GIST	3	2.8		
	5	4.4	4.7	4.9
MORRELL PARK	3	3.2		
	5	5.0	5.5	5.5
MT ROYAL	3	3.8		
	5	5.3	5.6	5.6
	7	6.2	7.0	6.5
MT WASHINGTON	3	4.5		
	5	6.3	7.2	7.0
NORTHEAST MID	7	6.2	6.7	6.6
NORTHERN PKWY JR HI	7	5.5	5.9	5.9
NORTHWOOD	3	3.4		
	5	4.5	5.0	4.9
PARK HEIGHTS	3	2.6		
	5	3.6	4.6	4.5
PATAPSCO	3	2.8		
	5	4.1	4.6	4.7
PIMLICO	3	3.1		
	5	4.2	4.5	4.5

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA
1978 - 79
BALTIMORE CITY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
PIMLICO JR. HI	7	5.4	6.0	5.9
ROBERT POOLE	7	5.9	6.1	6.3
ROBERT W COLEMAN	3	3.5		
	5	4.7	5.8	4.9
ROGNEI HEIGHTS	3	3.2		
	5	4.0	4.3	4.3
ROLAND PARK	3	4.3		
	5	6.3	6.6	6.6
	7	7.3	8.0	7.5
ROSEMONT	3	2.7		
	5	3.7	4.4	4.4
RUTLAND	3	2.9		
	5	4.3	5.5	5.5
SAMUEL F B MORSE	5	4.2	4.6	4.9
SARAH M ROACH	3	3.3		
	5	5.0	5.3	5.4
SINCLAIR LANE	3	3.3		
	5	4.6	4.9	4.9
SOUTHEAST MID	7	6.0	6.2	6.2

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA
1978 - 79
BALTIMORE CITY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
SPRINGHILL	3	3.0		
STEUART HILL	3	2.8		
TENCH TILGHMAN	3 5	2.6 4.4	4.7	4.6
THOMAS G HAYES	3 5	3.0 4.1	4.5	4.7
THOMAS JEFFERSON	3 5	3.4 5.0	5.8	5.0
THOMAS JOHNSON	3 5	3.1 4.6	5.0	5.1
VICTORY	3 5	2.7 4.2	4.4	4.5
VIOLETVILLE	3 5	4.0 5.6	5.9	5.7
WALTER P CARTER	3 5	3.7 4.7	4.9	4.8
WAVERLY	3 5	3.2 4.8	5.0	5.2
WEST BALTIMORE MID	7	5.7	6.0	6.0
WESTPORT	3 5	2.8 4.0	4.3	4.5

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA
1978 - 79
BALTIMORE CITY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
WESTSIDE	3	2.9		
	5	4.2	4.9	4.7
WILLIAM LEMMEL	7	5.1	5.6	5.6
WILLIAM PACA	3	2.8		
	5	4.5	4.8	4.9
WILLIAM PINDERHUGHES	3	3.0		
	5	4.4	4.8	4.8
WINDSOR HILLS	3	2.9		
	5	4.6	5.1	5.0
WINSTON MID	7	5.7	6.2	6.2
WOODHOME	3	4.2		
	5	5.2		5.2
YORKWOOD	3	3.8		
	5	5.4	5.8	5.4

2.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

BALTIMORE COUNTY



- Table 1 displays the countywide average grade equivalents (G.E.) for the major Iowa Tests of Basic Skills subtests and grades (3, 5, and 7) currently required for reporting purposes over the past six Maryland Accountability Program reporting years.
- Compared with the previous reporting years, Table 2 has been considerably revised, due to changes in reporting requirements. For each school, only the school's average grade equivalents (G.E.) for Reading Comprehension, Language Total, and Mathematics Total are shown.

BALTIMORE COUNTY

TABLE 1. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-74), YEAR II (1974-75), YEAR III (1975-76), YEAR IV (1976-77), YEAR V (1977-78), AND YEAR VI (1978-79) DATA IN AVERAGE GRADE EQUIVALENT (G.E.) SCORES

Grade	School year	Iowa Tests of Basic Skills		
		Reading comprehension G.E.	Language total G.E.	Mathematics total G.E.
3	1973-74	3.9	4.2	4.0
	1974-75	4.0	4.4	4.0
	1975-76	4.0	4.4	4.0
	1976-77	4.1	4.6	4.1
	1977-78	4.2	NR*	NR
	1978-79	4.1	NR	NR
5	1973-74	5.6	5.9	6.0
	1974-75	5.7	6.0	6.0
	1975-76	5.7	6.0	6.0
	1976-77	5.7	6.1	5.9
	1977-78	5.8	6.2	6.0
	1978-79	5.7	6.2	6.0
7	1973-74	7.3	7.5	7.8
	1974-75	7.3	7.4	7.7
	1975-76	7.2	7.5	7.7
	1976-77	7.2	7.4	7.6
	1977-78	7.3	7.6	7.7
	1978-79	7.2	7.5	7.6

*NR = These scores are not reported for the school year because of changes in reporting requirements.

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA
1978 - 79
BALTIMORE COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
ARBUTUS	3	4.0		
	5	5.8	6.3	6.1
ARBUTUS JR HI	7	6.9	7.2	7.4
BACK RIVER	3	3.8		
	5	5.0	5.3	5.5
BALTIMORE HIGHLANDS	3	3.7		
	5	5.0	5.2	5.2
BATTLE GROVE	3	3.9		
	5	5.0	5.4	5.2
BEAR CREEK	3	3.6		
	5	4.8	5.4	5.5
BEDFORD	3	4.6		
	5	6.2	6.9	6.3
BERKSHIRE	3	3.9		
	5	5.2	5.8	5.4
CAMPFIELD	3	3.7		
	5	5.1	5.5	5.4
CARNEY	3	4.3		
	5	6.0	6.3	6.3
CARROLL MANOR	3	4.6		
	5	6.6	6.9	6.7

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA
1978 - 79
BALTIMORE COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
CATONSVILLE	3	4.4		
	5	5.7	6.1	6.0
CATONSVILLE JR HI	7	7.3	7.7	7.8
CEDARMERE	3	4.3		
	5	6.1	6.3	6.3
CHADWICK	3	4.4		
	5	5.7	6.4	6.0
CHAPEL HILL	3	4.0		
	5	5.5	5.8	5.7
CHARLESMONT	3	3.8		
	5	5.3	5.4	5.4
CHASE	3	3.5		
	5	4.9	5.6	5.3
CHESAPEAKE TERRACE	3	3.9		
	5	5.5	5.6	5.5
CHURCH LANE	3	4.2		
	5	5.9	6.8	6.5
COCKEYSVILLE	3	4.4		
	5	5.8	6.3	6.3
COCKEYSVILLE JR HI	7	7.9	8.3	8.3

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA
1973 - 79
BALTIMORE COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
COLGATE	3	3.9		
	5	5.0	5.5	5.3
CROMWELL VALLEY	3	5.1		
	5	6.8	7.7	7.2
DEEPCREEK	3	3.7		
	5	5.3	5.5	5.4
DEEPCREEK JR HI	7	6.7	6.7	7.0
DEER PARK	3	4.5		
	5	5.9	6.5	6.2
DEER PARK JR HI	7	7.5	8.2	8.0
DUMBARTON JR HI	7	7.9	8.2	8.2
DUNDALK	3	4.0		
	5	5.3	5.7	5.3
DUNDALK MID	7	6.7	6.9	7.3
EASTWOOD	3	3.8		
	5	5.0	4.9	5.2
EDGEMERE	3	3.9		
	5	5.6	6.2	5.7
EDMONDSON HEIGHTS	3	4.2		
	5	5.6	6.0	5.8

TABLE 2. SCHOOL LEVEL — SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA
1978 - 79
BALTIMORE COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
ELMWOOD	3	3.7		
	5	5.3	5.6	5.5
ESSEX	3	3.9		
	5	5.3	5.6	5.2
FEATHERBED LANE	3	3.8		
	5	5.8	6.4	6.1
FIFTH DISTRICT	3	4.1		
	5	6.0	6.4	6.3
FORT GARRISON	3	4.9		
	5	6.5	7.3	7.0
FRANKLIN	3	4.4		
	5	6.2	6.4	6.2
FRANKLIN JR HI	7	7.3	7.6	7.7
FULLERTON	3	4.4		
	5	5.9	6.1	6.0
GEN JOHN STRICKER JR	7	6.6	7.1	7.3
GLENMAR	3	3.8		
	5	5.3	5.9	5.7
GLYNDON	3	4.2		
	5	6.1	6.4	6.3

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA
1978 - 79
BALTIMORE COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
GOLDEN RING JR HI	7	7.2	7.5	7.6
GRANGE	3 5	4.0 5.2	6.0	6.1
GRAY MANOR	3 5	3.5 5.5	5.8	5.6
GUNPOWDER	3 5	4.5 6.0	6.6	6.3
HALETHORPE	3 5	3.6 5.2	5.5	5.5
HAMPTON	3 5	5.0 6.7	6.9	6.8
HARFORD HILLS	3 5	4.4 6.3	7.0	6.5
HAWTHORNE	3 5	3.9 5.3	5.9	5.7
HEBBVILLE	3 5	4.0 5.1	5.0	5.2
HEREFORD JR SR HI	7	7.4	7.5	8.1
HERNWOOD	3 5	4.2 6.1	6.3	6.3

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA
1978 - 79
BALTIMORE COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
HILLCREST	3	4.5		
	5	6.5	7.0	6.7
HILLENDALE	3	3.9		
	5	5.4	5.9	5.6
HOLABIRD JR HI	3	6.9	7.1	7.3
	5	6.9	7.1	7.3
INVERNESS	3	5.4	5.7	5.4
	5	5.4	5.7	5.4
JOHNNYCAKE	3	4.1		
	5	6.2	7.2	6.4
JOHNNYCAKE JR HI	3	7.3	7.5	7.5
	5	7.3	7.5	7.5
KINGSVILLE	3	4.5		
	5	6.2	6.5	6.2
LANSLOWNE	3	4.0		
	5	5.4	5.6	5.5
LANSLOWNE MID	3	6.7	6.9	7.0
	5	6.7	6.9	7.0
LOCH RAVEN	3	4.4		
	5	6.0	6.6	6.4
LOCHRAVEN JR HI	3	7.6	7.9	8.0
	5	7.6	7.9	8.0

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA
1978 - 79
BALTIMORE COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
LOGAN	3	3.8		
LUTHERVILLE	3	4.7		
	5	6.2	6.7	6.4
MAIDEN CHOICE	3	4.0		
	5	5.6	5.8	5.8
MARS ESTATES	3	4.0		
	5	5.6	6.3	5.6
MARTIN BLVD	3	3.8		
	5	4.9	5.1	5.0
MCCORMICK	3	4.5		
	5	6.0	6.6	6.2
MERRITT POINT	5	5.5	5.9	5.9
MIDDLE RIVER JR HI	7	6.7	6.8	6.9
MIDDLEBOROUGH	3	3.7		
	5	5.1	5.7	5.2
MIDDLESEX	3	3.6		
	5	5.2	5.5	5.4
MILBROOK	3	4.4		
	5	5.6	6.6	6.0

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA
1978 - 79
BALTIMORE COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
NORTH POINT JR HI	7	6.7	7.0	7.0
NORWOOD	3	4.1		
	5	5.8	6.0	5.7
OAKLEIGH	3	3.9		
	5	5.7	6.4	5.9
OLD COURT JR HI	7	7.5	8.0	7.9
OREMS	3	3.6		
	5	5.0	5.0	4.9
OWINGS MILLS	3	3.9		
	5	5.4	5.8	5.4
OWINGS MILLS JR SR	7	6.8	7.0	7.2
PADONIA	3	4.7		
	5	5.6	6.1	5.9
PARKVILLE	3	4.1		
	5	5.6	6.3	6.2
PARKVILLE JR HI	7	7.4	7.7	7.8
PERRY HALL	3	4.2		
	5	6.0	6.4	6.3

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA
1978 - 79
BALTIMORE COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
PERRY HALL JR HI	7	7.4	7.8	8.0
PIKESVILLE JR HI	7	8.1	8.7	8.4
PINE GROVE	3	4.6		
	5	5.9	6.3	6.3
PINE GROVE JR HI	7	7.5	7.7	7.9
PINWOOD	3	4.5		
	5	6.3	6.6	6.4
PLEASANT PLAINS	3	4.2		
	5	5.9	6.5	6.2
POT SPRING	3	4.7		
	5	6.5	7.0	6.9
POWHATAN	3	3.6		
	5	5.3	5.4	5.2
PRETTYBOY	3	3.8		
	5	5.6	6.1	5.8
RANDALLSTOWN	3	4.6		
	5	6.1	6.7	6.3
RED HOUSE RUN	3	4.1		
	5	6.0	6.6	6.3
REISTERSTOWN	3	4.0		
	5	5.9	6.5	6.2

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA
1978 - 79
BALTIMORE COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
RELAY	3	4.6		
	5	6.3	6.8	6.2
RIDERWOOD	3	4.7		
	5	6.8	7.4	7.1
RIDGELY JR HI	7	8.2	8.5	8.6
RIVERVIEW	3	4.0		
	5	5.3	5.8	5.7
RODGERS FORGE	3	4.8		
	5	6.7	7.2	6.6
ROSEDALE	3	4.1		
	5	5.4	6.3	5.9
RUXTON	3	4.7		
	5	6.5	6.9	6.5
SANDALWOOD	3	4.2		
	5	5.5	6.0	5.9
SANDY PLAINS	3	3.6		
SCOTTS BRANCH	3	3.8		
	5	5.2	6.0	5.6
SENECA	3	3.8		
	5	5.6	5.8	5.9

TABLE 2. SCHOOL LEVEL — SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA
1978 - 79
BALTIMORE COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
SEVENTH DISTRICT	3	4.2		
	5	5.6	5.8	5.6
SHADY SPRING	3	3.5		
	5	5.7	6.0	5.9
SPARKS	3	4.6		
	5	6.1	6.5	6.2
SPARROWS POINT HI	3	6.3		
	5	6.3	7.4	6.7
STEMMERS RUN JR HI	3	6.9		
	5	6.9	7.0	7.0
STONELEIGH	3	4.5		
	5	6.6	7.0	6.8
SUDBROOK MID	3	7.1		
	5	7.1	7.7	7.5
SUMMIT PARK	3	4.6		
	5	6.4	7.0	6.3
SUSSEX	3	3.8		
	5	5.3	5.6	5.3
TIMBER GROVE	3	4.2		
	5	5.5	6.4	5.7
TIMONIUM	3	4.8		
	5	6.2	6.9	6.5

TABLE 2. SCHOOL LEVEL — SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA
1978 - 79
BALTIMORE COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
TOWSON	3	4.2		
	5	5.6	5.8	5.9
TOWSONTOWN JR HI	7	8.2	8.6	8.5
VICTORY VILLA	3	3.6		
	5	5.1	5.4	5.5
VILLA CRESTA	3	4.4		
	5	5.9	6.2	6.4
WARREN	3	4.7		
	5	6.7	7.0	6.7
WELLWOOD	3	4.7		
	5	6.3	6.9	6.7
WESTCHESTER	3	4.5		
	5	5.9	6.3	6.3
WESTOWNE	3	4.2		
	5	5.7	5.9	5.9
WINAND	3	4.4		
	5	6.3	6.5	6.8
WINFIELD	3	3.9		
	5	5.9	6.4	6.1
WOODBIDGE	3	4.5		
	5	6.7	7.4	6.8
WOODLAWN	3	4.1		
	5	5.8	6.3	6.0

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA
1978 - 79
BALTIMORE COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
WOODLAWN MID	7	6.5	7.0	6.9
WOODMOOR	3	3.4		
	5	4.9	5.2	5.0

2.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

CALVERT COUNTY



- Table 1 displays the countywide average grade equivalents (G.E.) for the major Iowa Tests of Basic Skills subtests and grades (3, 5, and 7) currently required for reporting purposes over the past six Maryland Accountability Program reporting years.

- Compared with the previous reporting years, Table 2 has been considerably revised, due to changes in reporting requirements. For each school, only the school's average grade equivalents (G.E.) for Reading Comprehension, Language Total, and Mathematics Total are shown.

CALVERT COUNTY

TABLE 1. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-74), YEAR II (1974-75), YEAR III (1975-76), YEAR IV (1976-77), YEAR V (1977-78), AND YEAR VI (1978-79) DATA IN AVERAGE GRADE EQUIVALENT (G.E.) SCORES

Grade	School year	Iowa Tests of Basic Skills		
		Reading comprehension G.E.	Language total G.E.	Mathematics total G.E.
3	1973-74	3.0	3.4	3.1
	1974-75	3.0	3.4	3.0
	1975-76	3.3	3.8	3.3
	1976-77	3.5	4.1	3.5
	1977-78	3.6	NR*	NR
	1978-79	4.0	NR	NR
5	1973-74	4.4	4.6	4.7
	1974-75	4.6	5.0	4.9
	1975-76	4.9	5.4	5.2
	1976-77	5.0	5.7	5.3
	1977-78	5.3	6.0	5.5
	1978-79	5.5	6.2	5.7
7	1973-74	6.0	5.7	6.1
	1974-75	6.1	5.9	6.2
	1975-76	6.2	6.3	6.3
	1976-77	6.5	6.7	6.7
	1977-78	6.9	6.8	6.7
	1978-79	6.8	7.4	6.8

*NR = These scores are not reported for the school year because of changes in reporting requirements.

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA
1978 - 79
CALVERT COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
APPEAL	3	3.6		
	5	5.1	5.6	5.5
BEACH	3	3.8		
	5	5.3	5.6	5.4
CALVERT MID	7	6.4	6.8	6.5
CENTRAL	3	4.2		
	5	5.6	6.3	5.8
HUNTINGTOWN	3	4.6		
	5	6.1	7.2	6.5
MT HARMONY	3	4.3		
	5	5.7	6.3	5.7
MUTUAL	3	3.7		
	5	5.0	5.7	5.0
NORTHERN MID	7	7.1	7.8	7.0
PRINCE FREDERICK	3	3.7		

2.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION
CAROLINE COUNTY



- Table 1 displays the countywide average grade equivalents (G.E.) for the major Iowa Tests of Basic Skills subtests and grades (3, 5, and 7) currently required for reporting purposes over the past six Maryland Accountability Program reporting years.
- Compared with the previous reporting years, Table 2 has been considerably revised, due to changes in reporting requirements. For each school, only the school's average grade equivalents (G.E.) for Reading Comprehension, Language Total, and Mathematics Total are shown.

TABLE 1. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-74), YEAR II (1974-75), YEAR III (1975-76), YEAR IV (1976-77), YEAR V (1977-78), AND YEAR VI (1978-79) DATA IN AVERAGE GRADE EQUIVALENT (G.E.) SCORES

Grade	School year	Iowa Tests of Basic Skills		
		Reading comprehension G.E.	Language total G.E.	Mathematics total G.E.
3	1973-74	3.5	3.8	3.4
	1974-75	3.6	4.0	3.5
	1975-76	3.5	4.0	3.5
	1976-77	3.8	4.1	3.7
	1977-78	3.8	NR*	NR
	1978-79	4.0	NR	NR
5	1973-74	5.2	5.3	5.2
	1974-75	5.1	5.2	5.0
	1975-76	5.1	5.2	5.1
	1976-77	5.2	5.4	5.2
	1977-78	5.3	5.5	5.3
	1978-79	5.6	5.6	5.5
7	1973-74	6.6	6.5	6.7
	1974-75	6.5	6.4	6.5
	1975-76	6.6	6.6	6.7
	1976-77	6.6	6.5	6.6
	1977-78	6.6	6.4	6.7
	1978-79	6.8	6.4	6.7

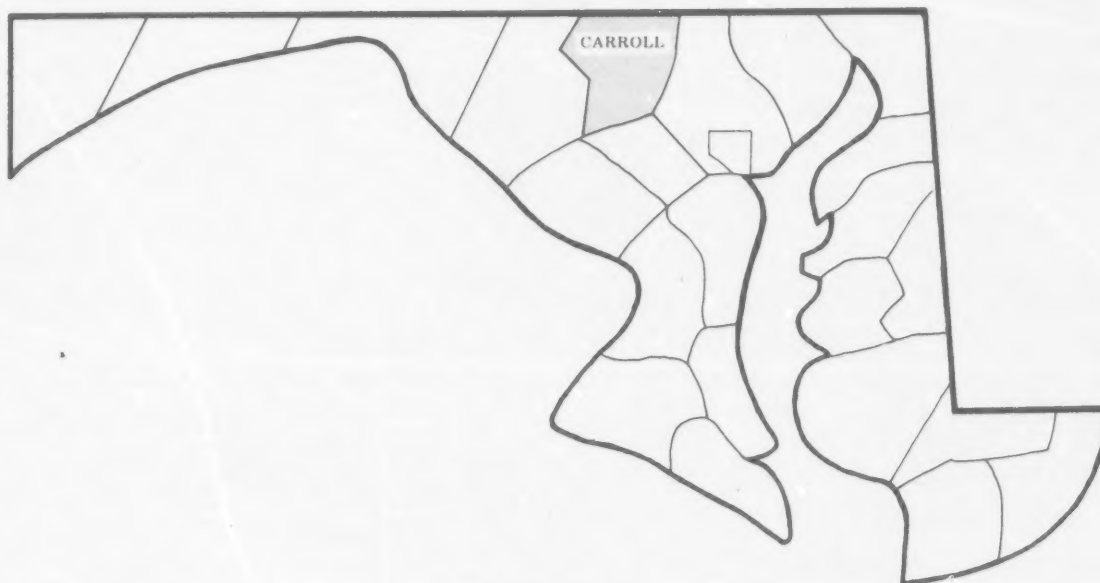
*NR = These scores are not reported for the school year because of changes in reporting requirements.

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA
1978 - 79
CAROLINE COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
COL. RICHARDSON MID	7	6.9	6.8	6.9
DENTON	3	4.3		
	5	5.6	5.7	5.4
FEDERALSBURG	3	4.0		
	5	5.3	5.4	5.4
GREENSBORO	3	3.9		
	5	5.6	5.4	5.6
PRESTON	3	3.9		
	5	5.6	5.7	5.5
RIDGELY	3	4.0		
	5	6.0	5.6	5.6
RIVERVIEW MID	7	6.8	6.4	6.7

2.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

CARROLL COUNTY



- Table 1 displays the countywide average grade equivalents (G.E.) for the major Iowa Tests of Basic Skills subtests and grades (3, 5, and 7) currently required for reporting purposes over the past six Maryland Accountability Program reporting years.

- Compared with the previous reporting years, Table 2 has been considerably revised, due to changes in reporting requirements. For each school, only the school's average grade equivalents (G.E.) for Reading Comprehension, Language Total, and Mathematics Total are shown.

CARROLL COUNTY

TABLE 1. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-74), YEAR II (1974-75), YEAR III (1975-76), YEAR IV (1976-77), YEAR V (1977-78), AND YEAR VI (1978-79) DATA IN AVERAGE GRADE EQUIVALENT (G.E.) SCORES

Grade	School year	Iowa Tests of Basic Skills		
		Reading comprehension G.E.	Language total G.E.	Mathematics total G.E.
3	1973-74	3.9	4.3	3.8
	1974-75	4.0	4.4	3.9
	1975-76	4.0	4.5	3.9
	1976-77	4.1	4.5	4.0
	1977-78	4.1	NR*	NR
	1978-79	4.2	NR	NR
5	1973-74	5.7	5.8	5.8
	1974-75	5.7	6.0	5.8
	1975-76	5.7	6.0	5.8
	1976-77	5.8	6.1	5.9
	1977-78	5.9	6.1	5.8
	1978-79	5.9	6.1	5.8
7	1973-74	7.4	7.2	7.6
	1974-75	7.2	7.3	7.5
	1975-76	7.4	7.6	7.6
	1976-77	7.5	7.7	7.7
	1977-78	7.5	7.6	7.6
	1978-79	7.5	7.7	7.6

*NR = These scores are not reported for the school year because of changes in reporting requirements.

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA
1978 - 79
CARROLL COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
CARROLLTOWNE	3	4.2		
	5	5.1	6.0	5.3
CHARLES CARROLL	3	4.2		
	5	5.7	5.9	5.3
ELDERSBURG	3	4.4		
	5	5.9	6.3	5.3
ELMER A WOLFE	3	4.0		
FREEDOM DISTRICT	3	4.4		
	5	6.1	6.3	6.2
HAMPSTEAD	3	4.2		
	5	5.3	6.3	5.3
MANCHESTER	3	4.0		
	5	5.9	6.0	5.7
MECHANICSVILLE	3	4.3		
	5	5.3	6.0	5.7
MOUNT AIRY	3	4.3		
	5	6.1	6.5	6.0
MOUNT AIRY MID	7	7.4	7.3	7.4
NEW WINDSOR MID	5	5.9	6.3	6.1
	7	7.2	7.1	7.3

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA
1978 - 79
CARROLL COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
NORTH CARROLL MID	7	7.6	8.0	7.5
NORTHWEST MID	5	5.3	5.5	5.5
	7	7.0	7.0	7.2
ROBERT MOTON	3	4.1		
	5	6.0	6.4	6.0
SANDYMOUNT	3	4.4		
	5	5.7	6.1	5.7
SYKESVILLE MID	7	7.6	7.7	7.7
TANEYTOWN	3	3.9		
UNIONTOWN	3	3.8		
WESTMINSTER	3	4.3		
	5	6.2	6.4	5.9
WESTMINSTER EAST MID	7	7.6	7.7	7.6
WESTMINSTER WEST MID	7	7.7	7.8	7.9
WILLIAM WINCHESTER	3	3.9		
	5	6.3	6.4	6.2

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA
1978 - 79
CARROLL COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
WINFIELD	3	3.9		
	5	5.8	5.6	5.5

2.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

CECIL COUNTY



- Table 1 displays the countywide average grade equivalents (G.E.) for the major Iowa Tests of Basic Skills subtests and grades (3, 5, and 7) currently required for reporting purposes over the past six Maryland Accountability Program reporting years.
- Compared with the previous reporting years, Table 2 has been considerably revised, due to changes in reporting requirements. For each school, only the school's average grade equivalents (G.E.) for Reading Comprehension, Language Total, and Mathematics Total are shown.

CECIL COUNTY

TABLE 1. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-74), YEAR II (1974-75), YEAR III (1975-76), YEAR IV (1976-77), YEAR V (1977-78), AND YEAR VI (1978-79) DATA IN AVERAGE GRADE EQUIVALENT (G.E.) SCORES

Grade	School year	Iowa Tests of Basic Skills		
		Reading comprehension G.E.	Language total G.E.	Mathematics total G.E.
3	1973-74	3.5	3.7	3.5
	1974-75	3.7	3.9	3.8
	1975-76	3.8	4.1	3.8
	1976-77	3.8	4.1	3.8
	1977-78	4.0	NR*	NR
	1978-79	4.0	NR	NR
5	1973-74	5.2	5.3	5.6
	1974-75	5.3	5.3	5.6
	1975-76	5.3	5.3	5.6
	1976-77	5.6	5.8	5.9
	1977-78	5.7	5.9	5.9
	1978-79	5.7	5.9	5.9
7	1973-74	7.0	6.7	7.3
	1974-75	6.9	6.8	7.2
	1975-76	6.8	6.9	7.2
	1976-77	7.0	6.9	7.2
	1977-78	7.0	7.1	7.3
	1978-79	7.2	7.2	7.4

*NR = These scores are not reported for the school year because of changes in reporting requirements.

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA
1978 - 79
CECIL COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
BAINBRIDGE	3	4.0		
	5	5.4	5.7	5.5
BAY VIEW	3	4.0		
	5	5.6	5.8	5.7
BOHEMIA MANOR JR SR	7	7.2	7.3	7.3
CALVERT	3	4.2		
	5	5.9	6.1	6.2
CECIL MANOR	3	4.6		
	5	6.4	6.7	6.3
CECILTON	3	3.8		
	5	5.5	5.9	5.9
CHARLESTOWN	3	3.7		
	5	5.8	6.3	5.9
CHERRY HILL MID	7	7.4	7.6	7.6
CHESAPEAKE CITY	3	4.2		
	5	5.8	6.2	6.1
CONOWINGO	3	3.7		
	5	5.4	5.6	5.7
ELKTON MID	7	7.0	7.1	7.3

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA
1978 - 79
CECIL COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
GILPIN MANOR	3	3.6		
	5	5.0	5.6	5.4
HOLLY HALL	3	3.9		
	5	5.4	5.9	5.9
KENMORE	3	4.3		
	5	6.3	6.1	6.4
LEEDS	3	3.9		
	5	5.6	5.6	5.7
NORTH EAST	3	4.0		
	5	5.7	5.9	5.8
NORTH EAST MID	7	7.1	6.9	7.4
PERRYVILLE	3	4.0		
	5	5.9	5.7	5.8
PERRYVILLE MID	7	6.9	6.9	7.0
RISING SUN	3	4.3		
	5	6.1	6.2	6.2
RISING SUN JR SR HI	7	7.4	7.3	7.7
THOMSON ESTATES	3	3.7		
	5	5.7	5.7	6.0

2.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

CHARLES COUNTY



- Table 1 displays the countywide average grade equivalents (G.E.) for the major Iowa Tests of Basic Skills subtests and grades (3, 5, and 7) currently required for reporting purposes over the past six Maryland Accountability Program reporting years.

- Compared with the previous reporting years, Table 2 has been considerably revised, due to changes in reporting requirements. For each school, only the school's average grade equivalents (G.E.) for Reading Comprehension, Language Total, and Mathematics Total are shown.

CHARLES COUNTY

TABLE 1. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-74), YEAR II (1974-75), YEAR III (1975-76), YEAR IV (1976-77), YEAR V (1977-78), AND YEAR VI (1978-79) DATA IN AVERAGE GRADE EQUIVALENT (G.E.) SCORES

Grade	School year	Iowa Tests of Basic Skills		
		Reading comprehension G.E.	Language total G.E.	Mathematics total G.E.
3	1973-74	3.3	3.7	3.5
	1974-75	3.4	3.7	3.5
	1975-76	3.6	4.0	3.6
	1976-77	3.5	4.1	3.6
	1977-78	3.6	NR*	NR
	1978-79	3.9	NR	NR
5	1973-74	5.0	5.2	5.2
	1974-75	5.0	5.3	5.2
	1975-76	5.1	5.5	5.4
	1976-77	5.2	5.7	5.4
	1977-78	5.3	5.9	5.5
	1978-79	5.5	6.1	5.7
7	1973-74	6.6	6.6	6.7
	1974-75	6.6	6.5	6.7
	1975-76	6.6	6.6	6.7
	1976-77	6.8	6.7	6.8
	1977-78	6.9	6.8	6.9
	1978-79	7.1	7.2	7.2

*NR = These scores are not reported for the school year because of changes in reporting requirements.

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA
1978 - 79
CHARLES COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
ARTHUR MIDDLETON	3	3.9		
	5	5.2	6.2	5.9
BENJ STODDERT MID	7	7.1	7.1	7.2
DR GUSTAVUS BROWN	3	3.9		
	5	5.1	5.6	5.3
DR SAMUEL A MUDD	3	4.2		
	5	5.8	6.4	6.0
EVA TURNER	3	3.5		
	5	5.5	5.7	5.5
GALE-BAILEY	3	3.4		
	5	5.5	6.0	5.9
GEN SMALLWOOD MID	7	6.4	6.5	6.6
GLASVA	3	3.6		
	5	4.8	5.6	4.9
INDIAN HEAD	3	4.0		
	5	5.5	6.1	5.8
J C PARKS	3	3.9		
	5	5.6	6.3	5.7
J P RYON	3	3.8		
	5	5.8	6.5	5.8

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA
1978 - 79
CHARLES COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
JAMES CRAIK	3	3.6		
	5	5.3	5.8	5.6
JOHN HANSON MID	7	7.3	7.3	7.2
MALCOLM	3	3.7		
	5	5.2	5.6	5.3
MATTHEW HENSON MID	7	7.0	7.0	7.0
MILTON M SOMERS MID	7	7.0	7.1	7.2
MT HOPE	3	3.3		
	5	4.3	4.6	4.4
NANJEMOY	5	4.4	4.8	5.0
PICCOWAXEN MID	7	6.4	6.2	6.6
PORT TOBACCO	3	3.5		
	5	5.6	6.0	5.8
T C MARTIN	3	3.9		
	5	5.1	5.8	6.2
WALTER J MITCHELL	3	4.0		
	5	5.7	6.4	5.9

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA
1978 - 79
CHARLES COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
WAYSIDE	3	3.3		
	5	4.6	5.1	4.9

2.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

DORCHESTER COUNTY



- Table 1 displays the countywide average grade equivalents (G.E.) for the major Iowa Tests of Basic Skills subtests and grades (3, 5, and 7) currently required for reporting purposes over the past six Maryland Accountability Program reporting years.

- Compared with the previous reporting years, Table 2 has been considerably revised, due to changes in reporting requirements. For each school, only the school's average grade equivalents (G.E.) for Reading Comprehension, Language Total, and Mathematics Total are shown.

DORCHESTER COUNTY

TABLE 1. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-74), YEAR II (1974-75), YEAR III (1975-76), YEAR IV (1976-77), YEAR V (1977-78), AND YEAR VI (1978-79) DATA IN AVERAGE GRADE EQUIVALENT (G.E.) SCORES

Grade	School year	Iowa Tests of Basic Skills		
		Reading comprehension G.E.	Language total G.E.	Mathematics total G.E.
3	1973-74	3.1	3.8	3.2
	1974-75	3.5	4.1	3.4
	1975-76	3.5	4.2	3.6
	1976-77	3.6	4.5	3.7
	1977-78	3.6	NR*	NR
	1978-79	3.6	NR	NR
5	1973-74	4.8	5.0	4.8
	1974-75	4.9	5.5	5.1
	1975-76	5.0	5.6	5.4
	1976-77	5.3	6.0	5.5
	1977-78	5.6	6.2	5.8
	1978-79	5.3	6.1	5.6
7	1973-74	6.3	6.4	6.5
	1974-75	6.3	6.5	6.5
	1975-76	6.3	6.7	6.4
	1976-77	6.5	7.2	7.1
	1977-78	6.6	6.8	7.4
	1978-79	6.5	7.1	6.9

*NR = These scores are not reported for the school year because of changes in reporting requirements.

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA
1978 - 79
DORCHESTER COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
CAMBRIDGE MID	7	6.6	7.4	6.9
HURLOCK INTERMEDIATE	5	5.2	5.7	4.9
HURLOCK PRIMARY	3	3.5		
MACES LANE MID	7	6.4	6.9	6.8
MAPLE	3	3.3		
NORTH DORCHESTER MID	7	6.5	7.2	7.1
SANDY HILL	3	3.7		
	5	5.2	6.3	5.6
SOUTH DORCHESTER	3	4.0		
	5	6.3	6.6	6.5
	7	6.7	6.6	6.2
ST CLAIR	3	3.6		
	5	5.1	6.0	5.5
VIENNA PRIMARY	3	3.4		
	5	5.4	6.5	6.1
WARWICK	3	4.0		
	5	5.8	6.4	5.9

2.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

FREDERICK COUNTY



- Table 1 displays the countywide average grade equivalents (G.E.) for the major Iowa Tests of Basic Skills subtests and grades (3, 5, and 7) currently required for reporting purposes over the past six Maryland Accountability Program reporting years.

- Compared with the previous reporting years, Table 2 has been considerably revised, due to changes in reporting requirements. For each school, only the school's average grade equivalents (G.E.) for Reading Comprehension, Language Total, and Mathematics Total are shown.

FREDERICK COUNTY

TABLE 1. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-74), YEAR II (1974-75), YEAR III (1975-76), YEAR IV (1976-77), YEAR V (1977-78), AND YEAR VI (1978-79) DATA IN AVERAGE GRADE EQUIVALENT (G.E.) SCORES

Grade	School year	Iowa Tests of Basic Skills		
		Reading comprehension G.E.	Language total G.E.	Mathematics total G.E.
3	1973-74	3.5	3.7	3.4
	1974-75	3.7	4.3	3.8
	1975-76	3.8	4.4	3.9
	1976-77	3.8	4.4	3.9
	1977-78	3.9	NR*	NR
	1978-79	4.1	NR	NR
5	1973-74	5.1	5.2	5.4
	1974-75	5.4	5.8	5.8
	1975-76	5.5	5.9	5.8
	1976-77	5.5	5.9	5.8
	1977-78	5.5	6.0	5.8
	1978-79	5.7	6.1	5.9
7	1973-74	6.9	6.8	7.1
	1974-75	7.0	7.2	7.4
	1975-76	7.1	7.4	7.5
	1976-77	7.2	7.2	7.2
	1977-78	7.1	7.2	7.3
	1978-79	7.5	7.4	7.4

*NR = These scores are not reported for the school year because of changes in reporting requirements.

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA
1978 - 79
FREDERICK COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
BRUNSWICK	3	4.0		
	5	5.5	6.2	5.5
BRUNSWICK JR SR	7	7.6	7.6	7.5
CARROLL MANOR	3	4.3		
	5	5.3	5.5	5.1
EAST FREDERICK	3	3.9		
	5	5.3	5.9	5.5
EMMITSBURG	3	3.9		
	5	5.4	6.1	6.0
EMMITSBURG MID	7	7.0	7.5	7.5
GREEN VALLEY	3	4.3		
	5	5.8	6.5	6.4
GOV THOMAS JOHNSON	7	7.6	7.3	7.4
LEWISTOWN	3	4.3		
	5	5.8	6.0	5.7
LIBERTY	3	4.0		
	5	5.2	5.0	5.2

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA
1978 - 79
FREDERICK COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
LIGANORE WEST MID	7	7.5	7.5	7.5
MIDDLETOWN	3	4.5		
	5	6.2	6.7	6.3
MIDDLETOWN MID	7	7.6	7.6	7.5
MYERSVILLE	3	4.3		
	5	6.2	7.1	6.8
NEW MARKET	3	4.0		
	5	5.3	5.8	5.7
NEW MIDWAY	3	4.0		
	5	5.0	5.0	4.9
NORTH FREDERICK	3	3.9		
	5	5.6	6.0	6.0
PARKWAY	3	4.0		
	5	5.5	5.5	5.5
SABILLASVILLE	3	4.3		
	5	5.8	5.9	5.9
SOUTH FREDERICK	3	4.0		
	5	5.5	5.9	5.7
THURMONT	3	4.2		
THURMONT MID	5	5.4	5.7	5.6
	7	7.2	7.0	7.2

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA
1978 - 79
FREDERICK COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
URBANA	3	4.3		
	5	5.9	6.3	6.3
VALLEY	3	4.0		
	5	5.8	6.3	6.0
WALKERSVILLE	3	4.0		
	5	6.0	6.5	6.1
WALKERSVILLE MID	7	7.6	7.5	7.6
WAVERLEY	3	4.4		
	5	5.7	6.2	5.9
WEST FREDERICK JR	7	7.1	6.9	7.2
WOLFSVILLE	3	3.9		
	5	5.7	5.6	5.4
WOODSBORO	3	3.9		
	5	5.8	6.1	5.8
YELLOW SPRINGS	3	4.3		
	5	6.2	6.5	6.4

2.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

GARRETT COUNTY



- Table 1 displays the countywide average grade equivalents (G.E.) for the major Iowa Tests of Basic Skills subtests and grades (3, 5, and 7) currently required for reporting purposes over the past six Maryland Accountability Program reporting years.

- Compared with the previous reporting years, Table 2 has been considerably revised, due to changes in reporting requirements. For each school, only the school's average grade equivalents (G.E.) for Reading Comprehension, Language Total, and Mathematics Total are shown.

GARRETT COUNTY

TABLE 1. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-74), YEAR II (1974-75), YEAR III (1975-76), YEAR IV (1976-77), YEAR V (1977-78), AND YEAR VI (1978-79) DATA IN AVERAGE GRADE EQUIVALENT (G.E.) SCORES

Grade	School year	Iowa Tests of Basic Skills		
		Reading comprehension G.E.	Language total G.E.	Mathematics total G.E.
3	1973-74	3.6	3.8	3.6
	1974-75	3.7	3.9	3.6
	1975-76	3.8	3.9	3.6
	1976-77	3.9	4.1	3.8
	1977-78	4.0	NR*	NR
	1978-79	3.9	NR	NR
5	1973-74	5.3	5.3	5.5
	1974-75	5.2	5.1	5.5
	1975-76	5.4	5.3	5.5
	1976-77	5.5	5.4	5.6
	1977-78	5.7	5.6	5.6
	1978-79	5.5	5.4	5.5
7	1973-74	6.9	6.8	7.3
	1974-75	6.9	6.7	7.2
	1975-76	6.8	6.5	7.0
	1976-77	6.9	6.5	7.0
	1977-78	6.9	6.6	7.1
	1978-79	6.8	6.4	7.1

*NR = These scores are not reported for the school year because of changes in reporting requirements.

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA
1978 - 79
GARRETT COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
ACCIDENT	3	4.0		
	5	5.7	5.5	5.4
BLOOMINGTON	3	3.4		
	5	5.0	4.9	5.4
	7	7.1	6.7	7.2
BROAD FORD	3	3.9		
	5	5.7	5.3	5.6
CRELLIN	3	3.5		
DENNETT ROAD	3	4.1		
	5	5.8	5.7	5.9
FRIENDSVILLE	3	3.9		
	5	5.1	5.2	5.0
GRANTSVILLE	3	4.4		
	5	5.2	5.1	5.5
KITZMILLER	3	3.1		
	5	4.7	4.9	5.0
LOCH LYNN	3	3.2		
	5	5.3	5.1	5.3
NORTHERN MID	7	6.8	6.4	6.9
RED HOUSE	3	3.8		
	5	5.3	5.4	5.6

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA
1978 - 79
GARRETT COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
ROUTE 40	3	3.6		
	5	5.1	5.5	5.5
SOUTHERN MID	7	6.7	6.3	7.0
SWAN MEADOW	3	4.6		
	5	5.9	6.6	6.9
	7	8.4	8.8	8.7
YODER	3	4.1		
	5	6.4	6.1	6.4
	7	7.9	7.4	8.4

2.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

HARFORD COUNTY



- Table 1 displays the countywide average grade equivalents (G.E.) for the major Iowa Tests of Basic Skills subtests and grades (3, 5, and 7) currently required for reporting purposes over the past six Maryland Accountability Program reporting years.

- Compared with the previous reporting years, Table 2 has been considerably revised, due to changes in reporting requirements. For each school, only the school's average grade equivalents (G.E.) for Reading Comprehension, Language Total, and Mathematics Total are shown.

HARFORD COUNTY

TABLE 1. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-74), YEAR II (1974-75), YEAR III (1975-76), YEAR IV (1976-77), YEAR V (1977-78), AND YEAR VI (1978-79) DATA IN AVERAGE GRADE EQUIVALENT (G.E.) SCORES

Grade	School year	Iowa Tests of Basic Skills		
		Reading comprehension G.E.	Language total G.E.	Mathematics total G.E.
3	1973-74	3.9	4.1	3.7
	1974-75	3.9	4.1	3.8
	1975-76	4.0	4.2	3.7
	1976-77	4.0	4.2	3.8
	1977-78	4.1	NR*	NR
	1978-79	4.2	NR	NR
5	1973-74	5.7	5.8	5.6
	1974-75	5.7	5.7	5.6
	1975-76	5.8	5.8	5.5
	1976-77	5.8	5.9	5.6
	1977-78	5.8	6.0	5.6
	1978-79	5.9	6.0	5.7
7	1973-74	7.4	7.4	7.4
	1974-75	7.5	7.4	7.3
	1975-76	7.5	7.5	7.4
	1976-77	7.4	7.4	7.3
	1977-78	7.4	7.4	7.3
	1978-79	7.4	7.5	7.3

*NR = These scores are not reported for the school year because of changes in reporting requirements.

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA
1978 - 79
HARFORD COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
ABERDEEN MID	7	7.1	7.5	7.0
BAKERFIELD	3	4.2		
	5	6.1	6.0	5.9
BEL AIR	3	4.3		
	5	6.4	6.8	6.3
BEL AIR MID	7	7.9	8.0	7.6
CHURCHVILLE	3	4.2		
	5	6.0	6.0	5.7
DARLINGTON	3	4.8		
	5	5.9	6.1	5.7
DEERFIELD	3	3.8		
	5	5.6	5.9	5.4
DUBLIN	3	4.2		
	5	5.6	5.3	5.4
EDGEWOOD	3	3.8		
	5	5.2	5.2	5.2
EDGEWOOD MID	7	7.0	7.0	6.9

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA
1978 - 79
HARFORD COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
FALLSTON HIGH	7	8.0	7.8	7.8
FOREST HILL	3	4.5		
	5	6.2	6.2	5.9
HALLS CROSS ROADS	3	3.6		
	5	4.8	5.4	4.9
HAVRE DE GRACE	3	4.0		
	5	5.2	5.6	5.2
HAVRE DE GRACE MID	7	6.7	6.9	7.0
HICKORY	3	4.6		
	5	6.2	6.3	5.8
HIGHLAND	3	4.3		
	5	5.8	6.1	5.5
HILLSDALE	3	3.5		
	5	5.3	5.2	5.0
HOMESTEAD WAKEFIELD	3	4.6		
	5	6.5	6.5	6.6
JARRETTSVILLE	3	4.4		
	5	6.1	6.2	5.8
JOPPATOWNE	3	4.2		
	5	5.7	5.9	5.5
MAGNOLIA	3	3.9		
	5	5.4	5.7	5.2

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA
1978 - 79
HARFORD COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
MAGNOLIA MID	7	7.3	7.4	7.2
MEADOWVALE	3	4.3		
	5	6.1	6.2	5.9
NORRISVILLE	3	4.7		
	5	5.9	5.9	5.6
NORTH HARFORD MID	7	7.5	7.4	7.3
OAKINGTON	3	3.9		
	5	5.7	5.9	5.8
PROSPECT MILL	3	4.4		
	5	6.1	6.0	5.8
RIVERSIDE	3	4.5		
	5	6.1	6.5	5.8
SLATE RIDGE	3	4.2		
	5	6.1	6.0	6.1
WILLIAM S JAMES	3	4.5		
	5	6.1	6.7	5.9
WM PACA OLD POST RD	3	3.8		
	5	5.3	5.3	5.2
YOUTHS BENEFIT	3	4.5		
	5	6.5	6.6	6.1

2.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

HOWARD COUNTY



- Table 1 displays the countywide average grade equivalents (G.E.) for the major Iowa Tests of Basic Skills subtests and grades (3, 5, and 7) currently required for reporting purposes over the past six Maryland Accountability Program reporting years.

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HOWARD COUNTY

TABLE 1. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-74), YEAR II (1974-75), YEAR III (1975-76), YEAR IV (1976-77), YEAR V (1977-78), AND YEAR VI (1978-79) DATA IN AVERAGE GRADE EQUIVALENT (G.E.) SCORES

Grade	School year	Iowa Tests of Basic Skills		
		Reading comprehension G.E.	Language total G.E.	Mathematics total G.E.
3	1973-74	4.1	4.5	4.0
	1974-75	4.2	4.5	4.0
	1975-76	4.2	4.6	4.1
	1976-77	4.4	4.8	4.2
	1977-78	4.4	NR*	NR
	1978-79	4.5	NR	NR
5	1973-74	5.9	6.1	6.0
	1974-75	6.0	6.2	6.1
	1975-76	6.1	6.3	6.2
	1976-77	6.2	6.5	6.3
	1977-78	6.2	6.7	6.4
	1978-79	6.3	6.8	6.4
7	1973-74	7.5	7.6	7.6
	1974-75	7.6	7.7	7.7
	1975-76	7.7	7.7	7.8
	1976-77	7.8	7.9	7.9
	1977-78	7.8	8.0	8.0
	1978-79	7.9	8.2	8.1

*NR = These scores are not reported for the school year because of changes in reporting requirements.

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA
1978 - 79
HOWARD COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
ATHOLTON	3 5	4.7 6.7	7.1	6.9
BRYANT WOODS	3 5	4.5 6.4	6.6	6.5
BUSHY PARK	3 5	4.6 6.1	6.6	6.4
CENTENNIAL LANE	3 5	4.8 6.1	6.9	6.6
CLARKSVILLE	3 5	4.4 6.3	6.9	6.4
CLARKSVILLE MID	7	7.9	8.2	7.9
CLEMENS CROSSING EL	3 5	4.8 6.8	7.1	6.8
DASHER GREEN	3 5	4.5 6.6	7.0	6.6
DUNLOGGIN MID	7	8.3	8.7	8.6
ELKRIDGE	3 5	4.0 5.7	6.1	5.6

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA
1978 - 79
HOWARD COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
ELLCOTT CITY MID	7	7.9	8.2	7.9
FAULKNER RIDGE	3	4.5		
	5	7.2	7.9	7.3
GLENWOOD MID	7	7.6	7.9	7.8
GUILFORD	3	3.7		
	5	5.1	5.8	5.5
HAMMOND	3	4.8		
	5	6.6	7.2	7.1
HAMMOND MID	7	7.9	8.0	8.2
HARPERS CHOICE MID	7	8.2	8.6	8.4
JEFFERS HILL	3	4.5		
	5	6.0	6.4	6.1
LISBON	3	4.1		
	5	5.9	6.3	6.1
LONGFELLOW	3	4.7		
	5	6.4	6.7	6.3
NORTHFIELD	3	4.7		
	5	6.5	7.0	6.8
OAKLAND MILLS MID	7	8.2	8.4	8.0

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA
1978 - 79
HOWARD COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
OWEN BROWN MID	7	7.9	8.1	7.9
PATAPSCO MID	7	7.7	7.9	7.9
PHELPS LUCK	3 5	4.6 6.6	7.0	6.4
ROCKLAND	3 5	3.8 5.8	6.5	6.1
RUNNING BROOK	3 5	4.6 6.2	6.5	6.6
ST JOHNS LANE	3 5	4.9 6.4	7.0	6.5
STEVENS FOREST	3 5	4.6 6.5	7.1	6.8
SWANSFIELD	3 5	4.4 6.3	7.0	6.4
TALBOTT SPRINGS	3 5	4.4 6.0	6.5	5.9
THUNDER HILL	3 5	4.5 6.5	6.9	6.4
WATERLOO	3 5	4.0 5.2	5.5	5.3

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA
1978 - 79
HOWARD COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
WATERLOO MID	7	7.2	7.0	8.1
WEST FRIENDSHIP	3	4.5		
	5	6.5	6.9	6.5
WHISKEY BOTTOM ROAD	3	4.1		
	5	5.8	6.0	5.8
WILDE LAKE MID	7	8.0	8.1	7.9
WORTHINGTON	3	4.4		
	5	6.1	7.1	6.7

2.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

KENT COUNTY



- Table 1 displays the countywide average grade equivalents (G.E.) for the major Iowa Tests of Basic Skills subtests and grades (3, 5, and 7) currently required for reporting purposes over the past six Maryland Accountability Program reporting years.

- Compared with the previous reporting years, Table 2 has been considerably revised, due to changes in reporting requirements. For each school, only the school's average grade equivalents (G.E.) for Reading Comprehension, Language Total, and Mathematics Total are shown.

TABLE 1. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-74), YEAR II (1974-75), YEAR III (1975-76), YEAR IV (1976-77), YEAR V (1977-78), AND YEAR VI (1978-79) DATA IN AVERAGE GRADE EQUIVALENT (G.E.) SCORES

Grade	School year	Iowa Tests of Basic Skills		
		Reading comprehension G.E.	Language total G.E.	Mathematics total G.E.
3	1973-74	4.1	4.5	3.8
	1974-75	4.1	4.9	3.9
	1975-76	4.2	5.1	4.2
	1976-77	4.5	5.2	4.3
	1977-78	4.6	NR*	NR
	1978-79	4.5	NR	NR
5	1973-74	5.3	5.8	5.4
	1974-75	5.3	5.6	5.5
	1975-76	5.3	5.7	5.5
	1976-77	5.4	5.9	5.6
	1977-78	5.6	6.2	5.7
	1978-79	5.8	6.3	5.8
7	1973-74	7.4	8.0	7.2
	1974-75	6.9	7.2	7.0
	1975-76	7.0	7.7	7.0
	1976-77	7.2	7.7	7.3
	1977-78	7.2	7.8	7.3
	1978-79	7.4	7.8	7.3

*NR = These scores are not reported for the school year because of changes in reporting requirements.

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA
1978 - 79
KENT COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
CHESTERTOWN	3	4.8		
CHESTERTOWN MID	5	6.0	6.3	5.9
	7	7.1	7.8	7.2
GALENA	3	4.2		
	5	5.7	6.5	5.7
	7	7.2	7.8	7.4
MILLINGTON	3	4.6		
ROCK HALL	3	4.5		
ROCK HALL MID	5	5.6	6.1	5.8
	7	7.3	7.7	7.6
WORTON	3	4.4		

2.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION
MONTGOMERY COUNTY



- Table 1 displays the countywide average grade equivalents (G.E.) for the major Iowa Tests of Basic Skills subtests and grades (3, 5, and 7) currently required for reporting purposes over the past six Maryland Accountability Program reporting years.
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MONTGOMERY COUNTY

TABLE 1. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-74), YEAR II (1974-75), YEAR III (1975-76), YEAR IV (1976-77), YEAR V (1977-78), AND YEAR VI (1978-79) DATA IN AVERAGE GRADE EQUIVALENT (G.E.) SCORES

Grade	School year	Iowa Tests of Basic Skills		
		Reading comprehension G.E.	Language total G.E.	Mathematics total G.E.
3	1973-74	4.1	4.4	4.0
	1974-75	4.2	4.6	4.1
	1975-76	4.3	4.6	4.2
	1976-77	4.4	4.7	4.3
	1977-78	4.4	NR*	NR
	1978-79	4.4	NR	NR
5	1973-74	6.0	6.2	6.2
	1974-75	6.0	6.3	6.2
	1975-76	6.1	6.3	6.3
	1976-77	6.1	6.5	6.3
	1977-78	6.2	6.5	6.4
	1978-79	6.2	6.7	6.4
7	1973-74	7.8	7.9	8.0
	1974-75	7.8	7.9	8.0
	1975-76	7.8	8.0	8.1
	1976-77	7.8	8.1	8.1
	1977-78	7.6	8.0	7.9
	1978-79	7.8	8.2	8.1

*NR = These scores are not reported for the school year because of changes in reporting requirements.

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA
1978 - 79
MONTGOMERY COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
ARCOLA	3	4.1		
	5	5.7	6.1	5.9
ARGYLE JR	7	7.6	7.9	8.1
ASHBURTON	3	5.1		
	5	6.8	6.9	6.8
AYRLAWN	3	4.4		
	5	6.5	7.1	6.8
BANNOCKBURN	3	4.9		
	5	6.8	6.9	6.8
BEL PRE	3	4.0		
	5	6.4	7.1	6.5
BELLS MILL	3	5.0		
	5	6.7	7.2	6.8
BELMONT	3	4.3		
	5	6.1	6.7	6.2
BENJAMIN BANNEKER JR	7	7.8	8.0	8.0
BETHESDA	3	5.0		
	5	6.8	7.3	6.7
BEVERLY FARMS	3	5.0		
	5	6.6	7.1	6.7

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA
1978 - 79
MONTGOMERY COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
BRADLEY	3	5.7		
	5	7.0	7.5	7.3
BROAD ACRES	3	3.5		
	5	5.3	5.9	5.3
BROOKHAVEN	3	4.5		
	5	6.2	6.7	6.2
BROOKMONT	3	5.2		
	5	7.2	7.8	7.6
BROOKVIEW	3	3.7		
	5	4.9	5.3	5.2
BROWN STATION	3	4.4		
	5	6.4	6.7	6.8
BURNING TREE	3	5.4		
	5	7.2	7.9	7.7
BURTONSVILLE	3	4.9		
	5	6.1	6.3	6.4
CABIN JOHN JR HI	7	8.4	9.1	8.8
CANDLEWOOD	3	4.4		
	5	6.7	7.2	7.0
CANNON ROAD	3	4.6		
	5	6.4	6.8	6.4

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA
1978 - 79
MONTGOMERY COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
CARDEROCK SPRINGS	3	4.9		
	5	6.7	7.1	6.9
CASHELL	3	5.0		
	5	6.4	6.5	6.6
CEDAR GROVE	3	4.4		
	5	6.0	6.6	6.4
CHEVY CHASE	3	4.4		
	5	6.6	7.0	6.7
CLARKSBURG	3	4.2		
	5	6.0	6.0	5.9
CLOVERLY	3	4.1		
	5	6.7	7.3	6.7
COL E BROOKE LEE JR	7	7.8	8.1	7.8
COL JOSEPH BELT JR	7	7.0	7.3	7.4
COLD SPRING	3	4.7		
	5	6.6	7.1	7.0
COLLEGE GARDENS	3	4.6		
	5	6.5	6.9	6.9
CONGRESSIONAL	3	4.0		
	5	5.4	5.8	5.8

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA
1978 - 79
MONTGOMERY COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
CONNECTICUT PARK	3	4.3		
	5	5.6	6.2	6.0
CRESTHAVEN	3	4.5		
	5	6.5	6.7	6.4
DAMASCUS	3	4.4		
	5	6.3	7.3	6.6
DARNESTOWN	3	4.7		
	5	6.7	7.1	6.7
DIAMOND	3	4.8		
	5	6.3	6.9	6.4
DUFIEF	3	4.5		
	5	6.4	6.5	6.3
EARLE B WOOD JR HI	7	8.4	9.3	9.0
EAST SILVER SPRING	3	4.0		
EASTERN JR HI	7	7.7	8.0	7.9
EDWARD U TAYLOR	3	4.6		
	5	5.9	5.7	5.6
EDWIN W BROOME MID	7	6.9	7.1	7.2
ENGLISH MANOR	3	4.5		
	5	6.2	6.6	6.1

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA
1978 - 79
MONTGOMERY COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
FAIRLAND	3	4.9		
	5	6.3	6.5	6.4
FALLSMEAD	3	4.6		
	5	6.7	7.4	7.0
FARMLAND	3	5.9		
	5	6.7	7.3	7.1
FIELDS ROAD	3	4.0		
	5	5.7	5.8	5.6
FLOWER VALLEY	3	4.5		
	5	6.6	6.9	6.5
FOREST GROVE	3	4.9		
	5	6.1	6.1	6.3
FOREST KNOLLS	3	4.6		
	5	6.3	6.5	6.5
FOUR CORNERS	3	4.3		
	5	6.5	6.8	6.8
FOX CHAPEL	3	4.4		
	5	5.7	6.0	5.8
FRANCIS SCOTT KEY JR	7	7.4	8.3	8.0
GAITHERSBURG	3	4.0		
	5	5.6	6.0	5.9

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA
1978 - 79
MONTGOMERY COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
GAITHERSBURG JR	7	7.2	7.6	7.5
GALWAY	3 5	4.3 6.5	7.0	6.7
GARRETT PARK	3 5	4.7 7.0	7.3	7.0
GEORGETOWN HILL	3 5	5.0 6.7	7.3	7.1
GEORGIAN FOREST	3 5	4.3 6.5	7.2	6.8
GERMANTOWN	3 5	4.5 6.1	6.7	6.3
GLEN HAVEN	3 5	3.7 6.0	5.9	5.9
GLENALLAN	3 5	3.9 5.8	5.8	5.8
GREENWOOD	3 5	4.4 6.5	6.8	6.4
GROSVENOR ELEM	3 5	5.1 6.5	6.8	6.3
HARMONY HILLS	3 5	4.3 6.0	6.4	6.4

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA
1978 - 79
MONTGOMERY COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
HERBERT HOOVER JR HI	7	8.5	9.2	9.0
HIGHLAND	3	3.6		
	5	5.4	5.8	6.0
HIGHLAND VIEW	3	4.5		
	5	6.3	7.0	7.0
HUNGERFORD PARK	3	4.6		
	5	6.1	6.5	6.4
JACKSON ROAD	3	4.4		
	5	6.5	6.9	6.9
JOHN T BAKER	7	7.3	7.7	7.7
JULIUS WEST MID	7	7.8	8.1	8.2
KEMP MILL	3	4.9		
	5	6.6	7.2	6.8
KENSINGTON	3	4.1		
	5	6.3	6.7	6.3
LAKE NORMANDY	3	4.9		
	5	6.9	7.3	7.0
LAKESWOOD	3	4.7		
	5	6.1	6.6	6.2

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA
1978 - 79
MONTGOMERY COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
LARCHMONT	3	3.9		
	5	5.9	6.1	5.9
LAYTONSVILLE	3	4.6		
	5	6.3	6.6	6.5
LELAND JR HI	7	8.3	8.4	8.5
LONE OAK	3	3.8		
	5	5.3	5.8	5.4
LUCY V BARNESLEY	3	4.2		
	5	6.6	7.0	6.8
LUXMANOR	3	4.8		
	5	6.9	8.0	7.2
LYNNBROOK	3	4.4		
	5	7.0	7.1	6.8
MARYVALE	3	3.5		
	5	5.2	5.3	5.4
MEADOW HALL	3	4.2		
	5	5.9	6.2	5.9
MILLCREEK TOWNE	3	4.4		
	5	6.0	6.5	6.0
MONOCACY	3	4.6		
	5	6.1	6.5	6.2

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA
1978 - 79
MONTGOMERY COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
MONTGOMERY VILLAGE	7	7.9	8.1	8.1
MONTROSE	3 5	4.0 5.6	6.0	5.6
NEW HAMPSHIRE ESTATES	3	4.0		
NEWPORT MID	7	7.3	7.8	7.6
NORTH BETHESDA JR HI	7	8.5	9.0	8.8
NORTH CHEVY CHASE	3 5	5.1 7.9	7.9	7.3
NORTH LAKE	3 5	4.6 6.7	7.3	6.7
OAK VIEW	3 5	4.2 5.7	5.9	5.8
OAKLAND TERRACE	3 5	4.4 5.7	6.1	6.3
OLNEY	3 5	4.4 5.9	6.3	6.0
PARKLAND JR HI	7	7.7	8.2	8.2

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA
1978 - 79
MONTGOMERY COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
PARKWOOD	3	4.0		
	5	5.9	6.5	6.2
PINE CREST	3	4.0		
	5	5.5	5.7	5.5
PINEY BRANCH	5	5.5	6.1	5.5
PLEASANT VIEW	3	4.2		
	5	6.0	6.0	5.8
POOLESVILLE	3	4.1		
	5	6.0	5.9	5.9
POOLESVILLE JR SR	7	7.6	7.6	7.5
POTOMAC	3	5.0		
	5	6.9	7.4	7.3
RADNOR	3	5.1		
	5	6.2	6.7	6.4
RANDOLPH JR HI	7	7.1	7.5	7.3
REDLAND JR HI	7	7.7	7.9	8.2
RIDGEVIEW JR HI	7	7.5	7.7	7.9
RITCHIE PARK	3	4.7		
	5	6.8	7.2	6.8

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA
1978 - 79
MONTGOMERY COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
ROBERT FROST JR	7	8.3	8.7	8.5
ROCK CREEK FOREST	3	4.2		
ROCK CREEK PALISADES	3 5	4.4 6.1	6.6	6.2
ROCK CREEK VALLEY	3 5	4.3 6.1	6.4	6.3
ROCKING HORSE ROAD	3 5	3.5 5.8	5.8	5.7
ROLLING TERRACE	3	4.1		
ROLLINGWOOD	3 5	4.8 6.9	7.0	6.7
ROSEMONT	3 5	3.7 5.7	6.9	6.5
SADDLEBROOK	3 5	4.3 6.4	6.6	6.6
SEVEN LOCKS	3 5	4.9 6.8	7.4	7.0
SHERWOOD	3 5	3.7 6.1	6.4	6.2

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA
1978 - 79
MONTGOMERY COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
SLIGO JR HI	7	7.4	7.8	7.8
SOMERSET	3	4.9		
	5	7.0	7.4	7.4
SOUTH LAKE	3	4.4		
	5	6.0	6.5	6.1
STEDWICK	3	4.5		
	5	6.5	7.0	6.5
STONEGATE	3	4.8		
	5	6.6	6.9	6.8
STRATHMORE	3	4.0		
	5	5.8	6.2	5.7
SUMMIT HALL	3	4.4		
	5	5.8	6.1	6.1
TAKOMA PARK	3	3.9		
TAKOMA PARK JR HI	7	7.1	7.2	7.1
THOMAS W PYLE JR HI	7	8.7	9.0	8.9
TILDEN JR HI	7	8.5	9.2	8.9
TRAVILAH	3	4.4		
	5	5.7	6.2	5.9

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA
1978 - 79
MONTGOMERY COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
TWINBROOK	3	3.9		
	5	5.9	6.0	6.2
VIERS MILL	3	4.0		
	5	5.9	6.6	6.1
WASHINGTON GROVE	3	4.5		
	5	5.6	5.7	5.7
WATKINS MILL	3	4.2		
	5	5.7	6.0	6.3
WAYSIDE	3	4.7		
	5	6.7	7.0	6.7
WELLER ROAD	3	3.8		
	5	5.8	6.1	5.8
WEST ROCKVILLE	3	3.9		
	5	6.0	6.4	6.6
WESTBROOK	3	4.8		
	5	7.1	7.3	7.2
WESTERN JR HI	7	8.8	9.8	8.8
WESTOVER	3	4.4		
	5	6.2	6.7	6.5
WHEATON WOODS	3	4.1		
	5	5.7	6.0	5.8

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA
1978 - 79
MONTGOMERY COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
WHETSTONE	3	4.4		
	5	6.4	6.6	6.4
WHITE OAK JR HI	7	8.1	8.6	8.5
WILLIAM TYLER PAGE	3	4.3		
	5	6.1	6.8	6.4
WM H FARQUHAR MID	7	7.8	7.9	7.9
WOOD ACRES	3	4.9		
	5	6.6	7.4	7.0
WOODFIELD	3	4.9		
	5	6.4	7.1	6.3
WOODLIN	3	4.4		
WOODSIDE	3	3.9		
	5	5.3	5.5	5.4
WYNGATE	3	5.3		
	5	6.9	7.5	7.0

2.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

PRINCE GEORGE'S COUNTY



- Table 1 displays the countywide average grade equivalents (G.E.) for the major Iowa Tests of Basic Skills subtests and grades (3, 5, and 7) currently required for reporting purposes over the past six Maryland Accountability Program reporting years.

- Compared with the previous reporting years, Table 2 has been considerably revised, due to changes in reporting requirements. For each school, only the school's average grade equivalents (G.E.) for Reading Comprehension, Language Total, and Mathematics Total are shown.

PRINCE GEORGE'S COUNTY

TABLE 1. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-74), YEAR II (1974-75), YEAR III (1975-76), YEAR IV (1976-77), YEAR V (1977-78), AND YEAR VI (1978-79) DATA IN AVERAGE GRADE EQUIVALENT (G.E.) SCORES

Grade	School year	Iowa Tests of Basic Skills		
		Reading comprehension G.E.	Language total G.E.	Mathematics total G.E.
3	1973-74	3.6	3.9	3.6
	1974-75	3.7	4.0	3.6
	1975-76	3.8	4.1	3.7
	1976-77	3.8	4.2	3.7
	1977-78	3.7	NR*	NR
	1978-79	3.7	NR	NR
5	1973-74	5.3	5.3	5.5
	1974-75	5.3	5.5	5.5
	1975-76	5.3	5.6	5.5
	1976-77	5.3	5.6	5.5
	1977-78	5.2	5.7	5.5
	1978-79	5.2	5.7	5.4
7	1973-74	6.9	7.0	7.3
	1974-75	6.8	6.8	7.1
	1975-76	6.9	7.0	7.1
	1976-77	6.8	7.0	7.1
	1977-78	6.8	7.1	7.0
	1978-79	6.6	7.1	6.9

*NR = These scores are not reported for the school year because of changes in reporting requirements.

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA
1978 - 79
PRINCE GEORGES COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
ACCOKEEK	3	4.4	5.9	5.6
	5	5.6		
ADELPHI	3	3.7	5.6	4.9
	5	4.8		
ALLENWOOD	3	3.4	6.4	5.8
	5	5.9		
ANDREW JACKSON JR HI	7	6.1	6.4	6.2
ANDREWS AF BASE	3	4.2	5.9	5.6
	5	5.6		
APPLE GROVE	3	3.7	5.6	5.3
	5	5.5		
ARDMORE	3	3.7	6.3	5.8
	5	5.4		
ARROWHEAD	3	4.1	6.0	6.3
	5	5.2		
AVALON	3	3.7	6.0	5.4
	5	5.4		
BADEN	3	3.5	5.2	5.0
	5	4.6		
BARNABY MANOR	3	3.2	5.3	5.2
	5	4.6		

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA
1978 - 79
PRINCE GEORGES COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
BEACON HEIGHTS	3	3.1		
	5	4.6	5.2	5.0
BEAVER HEIGHTS	3	3.3		
	5	5.1	5.8	5.1
BELAIR JR HI	7	7.2	7.6	7.5
BELTSVILLE	3	4.3		
	5	5.6	5.9	5.7
BELTSVILLE JR HI	7	7.1	7.3	7.3
BEN D FOULDIS JR HI	7	6.3	6.6	6.5
BENJAMIN STODDERT JR	7	5.8	6.6	6.3
BENJAMIN TASKER JR	7	7.3	7.6	7.5
BERKSHIRE	3	3.2		
	5	4.9	5.4	5.3
BERWYN HEIGHTS	3	3.5		
	5	5.4	5.4	5.6
BLADENSBURG	3	3.7		
	5	4.9	5.4	4.8

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA
1978 - 79
PRINCE GEORGES COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
BLADENSBURG JR HI	7	5.8	6.6	6.3
BOND MILL	3 5	4.8 5.9	6.3	6.1
BRADBURY HEIGHTS	3 5	3.1 4.6	5.1	4.8
BRANDYWINE	3 5	4.0 5.6	6.1	5.9
BUCK LODGE JR HI	7	6.5	7.1	7.0
BUCKINGHAM	3 5	4.2 6.0	6.3	6.1
CALVERTON	3 5	4.2 5.9	6.4	6.2
CAMP SPRINGS	3 5	3.4 4.9	5.1	4.8
CAPITOL HEIGHTS	3 5	3.4 4.8	5.4	4.9
CARMODY HILLS	3 5	3.5 4.6	5.3	4.8
CAROLE HIGHLANDS	3 5	3.7 4.4	5.0	4.7
CARROLLTON	3 5	3.8 5.7	6.2	5.6

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA
1978 - 79
PRINCE GEORGES COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
CATHERINE T REED	3	3.5		
	5	4.6	5.4	5.0
CHAPEL FORGE	3	4.3		
	5	6.5	7.0	6.8
CHARLES CARROLL JR	7	6.5	7.4	6.7
CHEROKEE LANE	3	3.9		
	5	5.9	6.4	5.8
CHESTNUT HILLS	3	3.7		
	5	6.2	6.6	6.1
CHEVERLY TUXEDO	3	4.4		
	5	6.0	6.6	6.1
CHILLUM	3	3.5		
	5	4.9	5.7	5.3
CLINTON GROVE	3	3.9		
	5	5.3	5.9	5.5
COLMAR MANOR	3	2.8		
	5	4.9	5.1	4.9
COLUMBIA PARK	3	3.2		
	5	4.4	4.7	4.6
CONCORD	3	3.3		
	5	4.5	5.2	4.6

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA
1978 - 79
PRINCE GEORGES COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
COOPER LANE	3	3.3	4.9	4.8
	5	4.7		
CRESTVIEW	3	4.2	6.2	6.1
	5	5.7		
DEERFIELD RUN	3	3.9	7.0	6.4
	5	5.8		
DISTRICT HEIGHTS	3	3.4	6.0	5.1
	5	5.1		
DODGE PARK	3	2.9		
DOSWELL E BROOKS	3	3.2	5.0	4.7
	5	4.6		
DOUGLASS	3	3.6	5.5	5.0
	5	5.2		
DWIGHT D EISENHOWER	7	7.2	7.4	7.5
EDGAR ALLAN POE	3	3.5		
EDMONSTON	3	3.5	4.8	4.3
	5	3.5		
EUGENE BURROUGHS JR	7	7.6	7.8	7.8

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA
1978 - 79
PRINCE GEORGES COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
FLINTSTONE	3	3.6		
	5	5.4	6.2	5.6
FOREST HEIGHTS	3	3.1		
	5	4.4	4.8	4.6
FORESTVILLE	3	3.4		
	5	4.5	5.1	5.1
FORT FOOTE	3	3.7		
	5	5.3	5.8	5.5
FRANCIS SCOTT KEY JR	7	6.0	6.6	6.4
FRANCIS T EVANS	3	4.1		
	5	5.6	6.3	5.9
FREDERICK SASSCER JR	7	6.8	7.2	6.9
FT WASHINGTON FOREST	3	4.4		
	5	6.0	6.4	6.0
G GARDNER SHUGART JR	7	6.2	6.7	6.3
GAYWOOD	3	4.0		
	5	5.5	5.3	5.1
GLASSMANOR	3	2.9		
	5	4.1	5.2	4.8

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA
1978 - 79
PRINCE GEORGES COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
GLENARDEN WOODS	3	3.7		
	5	5.5	6.0	5.5
GLENRIDGE JR HI	7	6.3	6.3	6.5
GREEN VALLEY	3	3.7		
	5	5.1	5.5	5.0
GREENBELT CENTER	3	3.8		
	5	5.6	5.9	5.8
GREENBELT JR HI	7	7.0	7.2	7.1
GREENBELT NORTH END	3	3.5		
	5	4.9	5.7	5.2
GWYNN PARK JR HI	7	6.5	6.8	6.7
HAPPY ACRES	3	3.9		
	5	5.4	6.4	5.7
HARMONY HALL	3	4.3		
	5	6.1	6.5	6.5
HEATHER HILLS	3	4.4		
	5	5.8	6.2	6.2
HENRY G FERGUSON	3	3.6		
	5	5.3	5.2	5.0
HIGH BRIDGE	3	4.2		
	5	5.5	6.4	5.7

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA
1978 - 79
PRINCE GEORGES COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
HILLCREST HEIGHTS	3 5	3.1 4.3	4.9	4.5
HOLLYWOOD	3 5	4.4 5.3	5.6	5.3
HYATTSVILLE	3 5	3.6 5.4	5.8	5.8
HYATTSVILLE JR HI	7	7.2	7.8	7.4
INDIAN QUEEN	3 5	4.4 5.6	6.2	5.8
J ENOS RAY	3 5	3.4 5.0	5.2	5.1
J FRANK DENT	3 5	3.8 5.3	5.6	5.1
JAMES H HARRISON	3 5	4.1 5.8	6.1	5.6
JAMES MADISON JR	7	6.7	7.3	7.2
JAMES MCHENRY	3 5	3.8 5.3	5.7	5.4
JAMES RYDER RANDALL	3 5	4.2 5.0	5.7	5.0

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA
1978 - 79
PRINCE GEORGES COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
JOHN CARROLL	3	3.8		
	5	5.2	5.6	4.9
JOHN EAGER HOWARD	3	3.5		
	5	5.0	5.5	5.3
JOHN H BAYNE	3	3.4		
	5	5.0	5.7	4.9
JOHN HANSEN JR HI	7	6.5	6.9	6.9
KENILWORTH	3	4.1		
	5	5.6	5.9	5.7
KENMOOR	3	3.1		
	5	4.5	4.8	4.8
KENMOOR JR HI	7	5.9	6.2	6.3
KENT JR HI	7	6.5	6.8	6.6
KENTLAND	3	2.8		
	5	4.4	5.0	4.6
KETTERING	3	4.3		
	5	5.8	6.3	6.1
KETTERING JR HI	7	7.3	7.6	7.4

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA
1978 - 79
PRINCE GEORGES COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
LAMONT	3	3.4		
	5	5.2	5.6	5.6
LANDOVER HILLS	3	3.1		
	5	4.8	5.5	4.9
LANGLEY PK MCCORMICK	3	3.4		
	5	4.8	5.3	5.3
LAUREL	3	4.3		
	5	6.4	6.7	6.0
LAUREL JR HI	7	7.0	7.4	7.3
LEWISDALE	3	3.5		
	5	4.8	5.3	5.2
LONGFIELDS	3	3.1		
	5	4.6	4.7	4.7
LORD BALTIMORE JR HI	7	6.7	7.4	7.2
LYNDON HILL	3	3.7		
	5	5.0	5.2	4.9
MAGNOLIA	3	3.7		
	5	5.6	5.7	5.4
MARGARET A EDMONSTON	3	3.9		
	5	5.6	6.4	5.6

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA
1978 - 79
PRINCE GEORGES COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
MARGARET BRENT	3	3.8		
	5	4.9	5.5	5.1
MARLTON	3	4.3		
	5	6.0	6.4	6.2
MARTIN LUTHER KING	7	7.8	8.4	7.9
MARY B BETHUNE JR HI	7	6.3	7.0	6.7
MATTAPONI	3	4.0		
	5	5.7	6.6	6.0
MATTHEW HENSON	3	3.4		
	5	4.4	5.3	5.3
MEADOWBROOK	3	4.2		
	5	6.4	6.8	6.2
MELWOOD	3	3.5		
	5	5.5	5.9	5.4
MIDDLETON VALLEY	3	3.8		
	5	5.3	5.8	5.7
MONTPELIER	3	4.5		
	5	6.3	6.7	6.2
MORNINGSIDE	3	3.4		
	5	4.3	4.4	4.9
MT RAINIER	3	3.3		
	5	4.5	5.2	4.7

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA
1978 - 79
PRINCE GEORGES COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
MT RAINIER JR HI	7	6.1	6.7	6.5
NICHOLAS OREM JR HI	7	6.6	7.3	6.7
NORTH FORESTVILLE	3	3.4		
	5	5.3	5.7	5.4
O W PHAIR	3	3.9		
	5	5.5	5.6	5.5
OAKCREST	3	3.4		
	5	4.9	5.0	5.0
OAKLANDS	3	3.5		
	5	5.4	5.5	5.5
OVERLOOK	3	3.1		
	5	5.1	5.5	4.7
OWENS ROAD	3	3.4		
	5	5.3	6.7	5.8
OXON HILL	3	3.6		
	5	4.9	5.2	4.8
OXON HILL JR HI	7	6.6	7.6	7.2
PAINT BRANCH	3	3.8		
	5	5.5	5.7	5.5

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA
1978 - 79
PRINCE GEORGES COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
PANORAMA	3 5	3.7 5.3	6.2	5.4
PARKLAWN	3 5	3.6 4.5	4.9	4.5
PARKWAY	3 5	3.7 5.0	5.5	5.3
PATUXENT	3 5	3.4 5.1	5.3	5.1
PHYLLIS E WILLIAMS	3 5	3.9 5.2	5.7	5.4
POINTER RIDGE	3 5	4.1 6.0	6.5	6.3
POTOMAC LANDING	3 5	4.2 6.3	6.6	5.9
POWDER MILL	3 5	3.7 5.3	5.8	5.5
PRINCETON	3 5	3.6 5.1	5.5	5.2
RANDOLPH VILLAGE	3 5	3.2 4.9	5.2	4.9
RIDGECREST	3 5	4.0 5.1	5.6	5.2

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA
1978 - 79
PRINCE GEORGES COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
RITCHIE	3	3.4	5.2	5.1
	5	4.9		
RIVERDALE	3	3.6	5.6	5.7
	5	5.3		
RIVERDALE HILLS	3	3.3	4.8	5.1
	5	4.7		
ROBERT FROST	3	3.9	6.7	6.3
	5	5.4		
ROBERT GODDARD JR HI	7	6.1	6.2	6.3
ROCKLEDGE	3	4.5	7.4	6.9
	5	6.9		
ROGER B TANNEY JR HI	7	6.6	7.2	7.0
ROGERS HEIGHTS	3	3.6	5.2	5.0
	5	4.7		
ROLLING CREST JR HI	7	5.9	6.6	6.5
ROSE VALLEY	3	4.1	6.5	5.9
	5	5.8		
ROSECROFT PARK	3	3.6	5.9	5.8
	5	5.7		

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA
1978 - 79
PRINCE GEORGES COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
SAMUEL B CHASE	3	3.8		
	5	5.0	5.6	5.4
SAMUEL F B MORSE	3	3.3		
	5	5.1	5.4	5.3
SAMUEL OGLE JR HI	7	7.8	8.4	7.8
SANDYMOUNT	3	3.5		
	5	4.5	4.8	4.8
SEABROOK	3	3.5		
	5	5.5	5.6	5.1
SEAT PLEASANT	3	3.7		
	5	5.0	6.1	5.4
SHADYSIDE	3	3.4		
	5	5.6	6.3	6.1
SILVER HILL	3	3.3		
	5	4.6	4.9	4.6
SKYLINE	3	3.3		
	5	5.2	5.5	5.3
SPAULDING JR HI	7	5.9	6.1	6.4
SPRINGHILL LAKE	3	4.1		
	5	5.8	6.1	5.7

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA
1978 - 79
PRINCE GEORGES COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
STEPHEN DECATUR	7	6.6	6.9	6.9
SUITLAND JR HI	7	5.7	6.1	6.1
SURRATTSVILLE	3	4.4		
	5	5.5	6.5	5.8
SURRATTSVILLE JR HI	7	7.4	7.6	7.5
TALL OAKS	3	4.5		
	5	5.6	6.0	5.6
TANGLEWOOD	3	3.8		
	5	5.3	6.2	5.4
TAYAC	3	3.6		
	5	4.8	5.3	5.1
TEMPLETON	3	3.5		
	5	4.6	5.1	4.6
THOMAS ADDISON	3	4.0		
	5	5.5	6.0	5.8
THOMAS CLAGGETT	3	3.1		
	5	4.6	4.9	4.7
THOMAS JOHNSON JR HI	7	6.3	6.7	6.9

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA
1978 - 79
PRINCE GEORGES COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
THOMAS PULLEN JR HI	7	7.2	7.3	7.5
THOMAS S STONE	3 5	3.4 4.9	5.3	5.1
TULIP GROVE	3 5	3.4 5.6	5.8	5.5
UNIVERSITY PARK	3 5	4.4 6.3	6.8	6.2
VALLEY VIEW	3 5	3.1 4.7	5.2	4.9
WALDON WOODS	3 5	3.9 5.6	5.8	5.7
WALKER MILL JR HI	7	6.0	6.9	6.2
WEST LANHAM HILLS	3 5	3.5 4.3	5.1	4.9
WILDERCROFT	3 5	2.8 3.9	4.5	4.7
WILLIAM BEANS	3 5	3.2 4.5	5.2	5.1
WILLIAM PACA	3 5	3.4 4.2	4.6	4.7
WILLIAM WIRT JR HI	7	6.4	7.0	6.9

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA
1978 - 79
PRINCE GEORGES COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
WOODLEY KNOLL	5	4.7	5.6	5.0
WOODMORE	3	4.2		
	5	5.5	6.1	5.6
YORKTOWN	3	4.5		
	5	6.2	6.7	6.1

2.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

QUEEN ANNE'S COUNTY



- Table 1 displays the countywide average grade equivalents (G.E.) for the major Iowa Tests of Basic Skills subtests and grades (3, 5, and 7) currently required for reporting purposes over the past six Maryland Accountability Program reporting years.

- Compared with the previous reporting years, Table 2 has been considerably revised, due to changes in reporting requirements. For each school, only the school's average grade equivalents (G.E.) for Reading Comprehension, Language Total, and Mathematics Total are shown.

QUEEN ANNE'S COUNTY

TABLE 1. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-74), YEAR II (1974-75), YEAR III (1975-76), YEAR IV (1976-77), YEAR V (1977-78), AND YEAR VI (1978-79) DATA IN AVERAGE GRADE EQUIVALENT (G.E.) SCORES

Grade	School year	Iowa Tests of Basic Skills		
		Reading comprehension G.E.	Language total G.E.	Mathematics total G.E.
3	1973-74	3.3	3.8	3.4
	1974-75	3.3	3.9	3.4
	1975-76	3.6	4.3	3.5
	1976-77	3.7	4.1	3.6
	1977-78	3.6	NR*	NR
	1978-79	3.9	NR	NR
5	1973-74	5.2	5.4	5.2
	1974-75	5.1	5.5	5.2
	1975-76	5.1	5.6	5.3
	1976-77	5.2	5.7	5.2
	1977-78	5.4	5.9	5.5
	1978-79	5.6	5.8	5.5
7	1973-74	6.8	7.0	6.8
	1974-75	6.8	6.9	6.7
	1975-76	6.9	7.1	7.2
	1976-77	6.9	7.3	7.1
	1977-78	7.0	7.1	7.3
	1978-79	7.2	7.1	7.0

*NR = These scores are not reported for the school year because of changes in reporting requirements.

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA
1978 - 79
QUEEN ANNES COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
CENTERVILLE	3	3.8		
CENTERVILLE MID	5 7	5.3 6.9	5.8 7.0	5.4 7.0
CHURCH HILL	3	3.8		
GRASONVILLE PRIMARY	3	3.3		
KENT ISLAND	3	3.9		
STEVENSVILLE MID	5 7	5.6 7.1	5.9 7.1	5.6 7.1
SUDLERSVILLE	3	3.8		
SUDLERSVILLE MID	5 7	5.6 7.0	5.8 7.2	5.7 6.8

2.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

ST. MARY'S COUNTY



- Table 1 displays the countywide average grade equivalents (G.E.) for the major Iowa Tests of Basic Skills subtests and grades (3, 5, and 7) currently required for reporting purposes over the past six Maryland Accountability Program reporting years.

- Compared with the previous reporting years, Table 2 has been considerably revised, due to changes in reporting requirements. For each school, only the school's average grade equivalents (G.E.) for Reading Comprehension, Language Total, and Mathematics Total are shown.

ST. MARY'S COUNTY

TABLE 1. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-74), YEAR II (1974-75), YEAR III (1975-76), YEAR IV (1976-77), YEAR V (1977-78), AND YEAR VI (1978-79) DATA IN AVERAGE GRADE EQUIVALENT (G.E.) SCORES

Grade	School year	Iowa Tests of Basic Skills		
		Reading comprehension G.E.	Language total G.E.	Mathematics total G.E.
3	1973-74	3.4	3.7	3.5
	1974-75	3.3	3.6	3.3
	1975-76	3.5	4.0	3.6
	1976-77	3.7	4.2	3.7
	1977-78	3.8	NR*	NR
	1978-79	4.0	NR	NR
5	1973-74	5.3	5.4	5.5
	1974-75	5.1	5.3	5.4
	1975-76	5.2	5.7	5.5
	1976-77	5.1	5.7	5.4
	1977-78	5.4	5.6	5.6
	1978-79	5.5	6.1	5.7
7	1973-74	6.8	6.6	7.0
	1974-75	6.8	6.6	6.7
	1975-76	6.8	6.7	6.9
	1976-77	6.7	6.8	6.8
	1977-78	6.9	7.0	7.0
	1978-79	6.9	7.0	7.0

*NR = These scores are not reported for the school year because of changes in reporting requirements.

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA
1978 - 79
ST. MARYS COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
BANNEKER	3	3.7		
	5	5.1	5.5	5.2
DYNARD	3	3.8		
	5	5.1	5.9	5.3
ESPERANZA MID	7	7.2	7.6	7.5
FRANK KNOX	3	3.6		
	5	5.4	6.3	6.0
GEO WASH CARVER	3	3.8		
	5	5.2	6.5	5.9
GREAT MILLS	3	3.9		
	5	5.2	5.7	5.3
GREENVIEW KNOLLS	3	3.8		
	5	5.6	6.0	5.5
HOLLYWOOD	3	4.1		
	5	5.9	6.2	6.2
LEONARDTOWN	3	4.5		
	5	5.9	6.4	5.9
LEONARDTOWN MID	7	6.8	6.9	6.9
LEXINGTON PARK	3	3.8		
	5	5.6	6.1	5.6

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA
1978 - 79
ST. MARYS COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
MARGARET BRENT MID	7	6.7	6.5	6.7
MECHANICSVILLE	3 5	4.0 5.1	6.1	5.6
OAKVILLE	3 5	3.7 5.1	5.5	5.3
PARK HALL	3 5	4.1 5.8	6.6	5.8
PINEY POINT	3 5	3.8 6.0	6.7	6.2
RIDGE	3 5	3.8 5.3	6.5	5.3
SPRING RIDGE MID	7	6.9	7.2	7.0
TOWN CREEK	3 5	4.7 5.8	6.3	5.9
WHITE MARSH	3 5	4.1 5.6	6.3	5.8

2.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

SOMERSET COUNTY



- Table 1 displays the countywide average grade equivalents (G.E.) for the major Iowa Tests of Basic Skills subtests and grades (3, 5, and 7) currently required for reporting purposes over the past six Maryland Accountability Program reporting years.

- Compared with the previous reporting years, Table 2 has been considerably revised, due to changes in reporting requirements. For each school, only the school's average grade equivalents (G.E.) for Reading Comprehension, Language Total, and Mathematics Total are shown.

SOMERSET COUNTY

TABLE 1. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-74), YEAR II (1974-75), YEAR III (1975-76), YEAR IV (1976-77), YEAR V (1977-78), AND YEAR VI (1978-79) DATA IN AVERAGE GRADE EQUIVALENT (G.E.) SCORES

Grade	School year	Iowa Tests of Basic Skills		
		Reading comprehension G.E.	Language total G.E.	Mathematics total G.E.
3	1973-74	3.3	3.7	3.3
	1974-75	3.6	4.1	3.5
	1975-76	3.6	4.1	3.6
	1976-77	3.8	4.4	3.8
	1977-78	3.6	NR*	NR
	1978-79	3.6	NR	NR
5	1973-74	5.0	5.2	5.0
	1974-75	5.1	5.3	5.1
	1975-76	5.0	5.2	5.2
	1976-77	5.2	5.5	5.3
	1977-78	5.1	5.7	5.8
	1978-79	5.1	5.4	5.1
7	1973-74	6.3	6.3	6.5
	1974-75	6.4	6.2	6.4
	1975-76	6.6	6.6	6.5
	1976-77	6.5	6.7	6.5
	1977-78	6.5	6.5	6.5
	1978-79	6.7	6.8	6.5

*NR = These scores are not reported for the school year because of changes in reporting requirements.

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA
1978 - 79
SOMERSET COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
CRISFIELD	3	4.0		
DEAL ISLAND	3	4.0		
	5	5.4	5.1	4.8
	7	7.5	7.0	6.7
EWELL	3	3.5		
	5	5.0	5.4	5.5
	7	6.5	7.1	6.6
GREENWOOD	5	5.3	5.5	5.1
	7	7.3	7.1	6.8
MARION	3	3.5		
	5	5.3	5.6	5.5
MT VERNON	3	3.8		
	5	5.0	4.9	4.7
	7	7.4	6.8	6.3
PRINCESS ANNE	3	3.9		
TYLERTON	3	3.9		
	5	5.4	5.0	5.7
WESTOVER	3	3.8		
WOODSON MID	5	5.2	5.4	5.1
	7	6.7	6.6	6.4

2.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

TALBOT COUNTY



- Table 1 displays the countywide average grade equivalents (G.E.) for the major Iowa Tests of Basic Skills subtests and grades (3, 5, and 7) currently required for reporting purposes over the past six Maryland Accountability Program reporting years.

- Compared with the previous reporting years, Table 2 has been considerably revised, due to changes in reporting requirements. For each school, only the school's average grade equivalents (G.E.) for Reading Comprehension, Language Total, and Mathematics Total are shown.

TALBOT COUNTY

TABLE 1. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-74), YEAR II (1974-75), YEAR III (1975-76), YEAR IV (1976-77), YEAR V (1977-78), AND YEAR VI (1978-79) DATA IN AVERAGE GRADE EQUIVALENT (G.E.) SCORES

Grade	School year	Iowa Tests of Basic Skills		
		Reading comprehension G.E.	Language total G.E.	Mathematics total G.E.
3	1973-74	3.7	4.2	3.7
	1974-75	3.6	4.1	3.6
	1975-76	3.8	4.2	3.7
	1976-77	4.0	4.6	4.0
	1977-78	4.0	NR*	NR
	1978-79	4.1	NR	NR
5	1973-74	5.2	5.5	5.3
	1974-75	5.1	5.4	5.0
	1975-76	5.4	5.9	5.4
	1976-77	5.4	6.1	5.4
	1977-78	5.7	6.2	5.7
	1978-79	5.8	5.5	5.7
7	1973-74	7.0	6.9	6.9
	1974-75	6.9	7.0	6.8
	1975-76	7.0	7.3	7.1
	1976-77	7.0	7.0	6.9
	1977-78	7.2	8.0	7.2
	1978-79	7.3	7.1	7.2

*NR = These scores are not reported for the school year because of changes in reporting requirements.

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA
1978 - 79
TALBOT COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
CORDOVA UPPER COUNTY	3	4.1		
	5	5.3	5.3	5.4
EASTON MID	7	7.1	7.6	7.0
GLENWOOD	5	5.7	6.2	5.7
IDLEWILD	3	4.0		
ST MICHAELS MID	3	4.5		
	5	6.1	7.0	6.0
	7	7.9	8.6	8.0
TILGHMAN	3	4.3		
	5	6.3	6.9	6.2
WHITE MARSH	3	4.0		
	5	5.4	5.3	5.0

2.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION
WASHINGTON COUNTY



- Table 1 displays the countywide average grade equivalents (G.E.) for the major Iowa Tests of Basic Skills subtests and grades (3, 5, and 7) currently required for reporting purposes over the past six Maryland Accountability Program reporting years.

- Compared with the previous reporting years, Table 2 has been considerably revised, due to changes in reporting requirements. For each school, only the school's average grade equivalents (G.E.) for Reading Comprehension, Language Total, and Mathematics Total are shown.

WASHINGTON COUNTY

TABLE 1. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-74), YEAR II (1974-75), YEAR III (1975-76), YEAR IV (1976-77), YEAR V (1977-78), AND YEAR VI (1978-79) DATA IN AVERAGE GRADE EQUIVALENT (G.E.) SCORES

Grade	School year	Iowa Tests of Basic Skills		
		Reading comprehension G.E.	Language total G.E.	Mathematics total G.E.
3	1973-74	3.5	3.9	3.7
	1974-75	3.7	4.1	3.7
	1975-76	3.9	4.3	3.8
	1976-77	3.9	4.3	3.8
	1977-78	4.1	NR*	NR
	1978-79	4.1	NR	NR
5	1973-74	5.3	5.4	5.7
	1974-75	5.3	5.4	5.7
	1975-76	5.4	5.7	5.6
	1976-77	5.5	5.8	5.6
	1977-78	5.6	6.0	5.7
	1978-79	5.6	6.0	5.7
7	1973-74	6.9	6.8	7.3
	1974-75	6.7	6.7	7.1
	1975-76	6.9	6.0	7.4
	1976-77	6.9	6.9	7.2
	1977-78	7.1	7.2	7.3
	1978-79	7.1	7.2	7.3

*NR = These scores are not reported for the school year because of changes in reporting requirements.

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA
1978 - 79
WASHINGTON COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
BESTER	3	3.3		
	5	4.8	4.9	4.8
BOONSBORO	3	4.2		
	5	6.1	6.4	6.0
BOONSBORO MID	7	7.0	7.7	7.5
CASCADE	3	4.0		
	5	5.7	6.0	5.9
CLEAR SPRING	3	3.6		
	5	5.7	6.0	5.5
CLEAR SPRING MID	7	7.0	6.9	7.1
CONOCOCHEAGUE	3	4.7		
	5	5.2	5.2	5.3
E RUSSELL HICKS	7	7.0	7.1	7.2
EMMA K DOUB	3	4.2		
	5	5.8	6.9	6.2
FOUNTAIN ROCK	3	3.8		
	5	5.2	5.6	5.4
FOUNTAINDALE	3	4.4		
	5	6.1	7.0	6.3

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA
1978 - 79
WASHINGTON COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
FUNKSTOWN	3	4.0		
	5	5.3	5.6	5.4
GREENBRIER	3	4.4		
	5	5.8	5.8	5.8
HANCOCK	3	3.9		
	5	5.7	6.1	5.4
HANCOCK MIDDLE-SR	7	7.1	7.3	7.2
HICKORY	3	3.9		
	5	5.1	5.4	5.1
KEEDYSVILLE	3	4.0		
	5	5.2	6.1	5.6
LINCOLNSHIRE	3	4.5		
	5	6.1	6.7	5.9
MAUGANSVILLE	3	4.1		
	5	5.8	6.0	5.5
NORTH POTOMAC MID	7	7.3	7.4	7.5
OLD FORGE	3	4.7		
	5	6.3	6.9	6.5
PANGBORN BOULEVARD	3	4.8		
	5	6.3	6.6	6.4

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA
1978 - 79
WASHINGTON COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG. TOTAL	MATH TOTAL
PARAMOUNT	3	5.1		
	5	6.7	7.0	7.0
PLEASANT VALLEY	3	4.0		
	5	5.5	5.5	5.3
POTOMAC HEIGHTS	3	3.7		
	5	5.7	5.9	5.8
SALEM AVENUE	3	4.1		
SHARPSBURG	3	3.7		
	5	5.5	6.0	5.7
SMITHSBURG	3	4.4		
	5	5.6	5.9	5.2
SMITHSBURG MID	7	7.4	7.2	7.4
SPRINGFIELD MID	7	7.2	7.1	7.5
SURREY	3	4.5		
	5	5.7	6.2	5.7
WESTERN HEIGHTS MID	5	5.0	5.1	5.1
	7	6.6	6.7	7.2
WILLIAMSPORT	3	4.2		
	5	5.8	6.3	6.0
WINTER STREET	3	3.7		

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA
1978 - 79
WASHINGTON COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
WOODLAND WAY	3	3.9		
	5	5.0	5.3	5.3

2.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

WICOMICO COUNTY



- Table 1 displays the countywide average grade equivalents (G.E.) for the major Iowa Tests of Basic Skills subtests and grades (3, 5, and 7) currently required for reporting purposes over the past six Maryland Accountability Program reporting years.

- Compared with the previous reporting years, Table 2 has been considerably revised, due to changes in reporting requirements. For each school, only the school's average grade equivalents (G.E.) for Reading Comprehension, Language Total, and Mathematics Total are shown.

WICOMICO COUNTY

TABLE 1. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-74), YEAR II (1974-75), YEAR III (1975-76), YEAR IV (1976-77), YEAR V (1977-78), AND YEAR VI (1978-79) DATA IN AVERAGE GRADE EQUIVALENT (G.E.) SCORES

Grade	School year	Iowa Tests of Basic Skills		
		Reading comprehension G.E.	Language total G.E.	Mathematics total G.E.
3	1973-74	3.6	3.9	3.5
	1974-75	3.6	3.9	3.5
	1975-76	3.8	4.3	3.6
	1976-77	3.9	4.4	3.7
	1977-78	3.9	NR*	NR
	1978-79	4.0	NR	NR
5	1973-74	5.3	5.4	5.4
	1974-75	5.3	5.5	5.3
	1975-76	5.4	5.7	5.4
	1976-77	5.4	5.8	5.4
	1977-78	5.5	5.9	5.5
	1978-79	5.7	6.0	5.6
7	1973-74	6.9	6.8	6.9
	1974-75	6.9	7.0	7.0
	1975-76	7.0	7.2	7.2
	1976-77	7.0	7.3	7.3
	1977-78	6.9	7.2	7.0
	1978-79	7.3	7.4	7.0

*NR = These scores are not reported for the school year because of changes in reporting requirements.

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA
1978 - 79
WICOMICO COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
BEAVER RUN	3	4.0		
	5	5.8	6.3	5.9
BENNETT JR HI	7	7.5	7.8	7.3
DELMAR	3	3.9		
	5	5.6	5.8	5.6
EAST SALISBURY	3	3.9		
	5	5.5	5.6	5.3
FRUITLAND	3	4.4		
	5	5.8	6.2	5.7
GLEN AVENUE	3	4.2		
	5	5.9	6.4	5.7
MARDELA JR SR HI	7	6.8	6.8	6.5
NORTH SALISBURY	3	3.9		
	5	5.5	6.0	5.3
NORTHWESTERN	3	4.1		
	5	5.1	5.2	5.1
PEMBERTON	3	4.1		
	5	5.8	5.9	6.0
PINEHURST	3	4.3		
	5	5.8	6.1	5.5

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA
1978 - 79
WICOMICO COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
PITTSVILLE	3	4.0		
	5	5.8	6.0	5.3
	7	6.8	6.6	6.6
PRINCE STREET	3	3.9		
	5	5.7	5.8	5.6
SHARPTOWN	3	4.7		
	5	5.7	6.2	5.9
WESTSIDE	3	4.0		
	5	5.5	5.8	5.4
WICOMICO JR HI	7	7.1	7.4	6.9
WILLARDS	3	4.3		

2.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

WORCESTER COUNTY



- Table 1 displays the countywide average grade equivalents (G.E.) for the major Iowa Tests of Basic Skills subtests and grades (3, 5, and 7) currently required for reporting purposes over the past six Maryland Accountability Program reporting years.

- Compared with the previous reporting years, Table 2 has been considerably revised, due to changes in reporting requirements. For each school, only the school's average grade equivalents (G.E.) for Reading Comprehension, Language Total, and Mathematics Total are shown.

WORCESTER COUNTY

TABLE 1. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-74), YEAR II (1974-75), YEAR III (1975-76), YEAR IV (1976-77), YEAR V (1977-78), AND YEAR VI (1978-79) DATA IN AVERAGE GRADE EQUIVALENT (G.E.) SCORES

Grade	School year	Iowa Tests of Basic Skills		
		Reading comprehension G.E.	Language total G.E.	Mathematics total G.E.
3	1973-74	3.3	3.9	3.4
	1974-75	3.5	4.2	3.6
	1975-76	4.1	4.6	4.0
	1976-77	3.8	4.6	3.9
	1977-78	3.9	NR*	NR
	1978-79	4.1	NR	NR
5	1973-74	5.0	5.2	5.2
	1974-75	5.1	5.3	5.1
	1975-76	5.0	5.6	5.3
	1976-77	5.3	5.8	5.5
	1977-78	5.4	5.8	5.4
	1978-79	5.5	5.9	5.5
7	1973-74	6.4	6.4	6.5
	1974-75	6.6	6.6	6.6
	1975-76	6.9	7.3	7.1
	1976-77	6.9	7.2	7.0
	1977-78	6.9	7.0	6.8
	1978-79	7.2	7.1	6.7

*NR = These scores are not reported for the school year because of changes in reporting requirements.

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA
1978 - 79
WORCESTER COUNTY

SCHOOL NAME	GRADE	RDG COMP	LANG TOTAL	MATH TOTAL
BERLIN MID	7	7.2	7.1	7.0
BUCKINGHAM	3	3.8		
	5	5.3	5.5	5.2
OCEAN CITY	3	4.0		
	5	5.8	6.2	5.8
POCOMOKE	3	4.5		
POCOMOKE MID	5	5.5	6.2	5.7
	7	7.5	7.5	6.9
SHOWELL	3	4.3		
	5	5.6	5.8	5.3
SNOW HILL	3	4.0		
SNOW HILL MID	5	5.6	5.7	5.3
	7	6.9	6.7	6.3
WHALEYSVILLE	3	4.2		

CHAPTER 3

A REPORT OF PROGRESS IN SOME SPECIAL PROGRAM AREAS

3.1 Project Basic

Project Basic is Maryland's response to a state and national thrust to review education in terms of preparing students to apply skills to real life situations. Maryland's response came from the State Board of Education in a paper entitled The Mission of Schooling (January 1977). In this paper, the Board reaffirmed its responsibility for establishing statewide educational standards and stated its commitment to schooling that enables learners to develop behaviors basic to effective adulthood. The Board specified five areas of human activity in which students should develop skills and attitudes for life-functioning. Also, the Board specified the development, by 1982, of competencies in these five areas as prerequisites for graduation. The five areas and their definitions are:

- Basic Skills -- All people must be able to read, write, and calculate.
- Survival Skills -- Schooling should equip all public school youth with these kinds of fundamental skills: consumer, parenting, interpersonal relations, mechanical, and personal finance.
- World of Work -- Schooling should lead either to securing employment after graduation or to post-secondary education. All public school youth should be made aware, without racial or sexual bias, of the options and opportunities of the world of work.
- The Arts/Physical Education -- Schooling should help the student become involved in creative and healthful lifetime activities.

- Citizenship -- Citizenship should include becoming involved in the electoral process, participating in local civic affairs, and understanding the system of justice.

In order to implement this Board action, the Maryland State Superintendent of Schools established the Project Basic Office. The staff of Project Basic is responsible for providing the leadership to coordinate the efforts of Maryland educators, students, and other citizens in four activities:

- Identify the basic competencies essential to effective living in each of the five areas of human activity;
- Design and develop instructional activities for these basic behaviors;
- Develop assessment measures to certify student acquisition of the specified competencies; and
- Coordinate the statewide implementation of minimal competencies as prerequisites to graduation.

In accomplishing these activities, the staff of Project Basic will employ the technology of competency-based education. This technology includes the process of stating each of the specified basic behaviors in the five areas of human activity as a competency (for example, "A student will read to elicit necessary information from home electric bills"). Instructional activities and assessment measures then will be developed and validated for the specified basic behavior.

The result of Project Basic will be a set of competencies that students in Maryland must develop and demonstrate in order to graduate. This process will allow educators to certify, through competency demonstrations, what they and the students were able to accomplish together during their public school experiences. To achieve this result, the Project Basic Office will complete five products:

- A compendium of Maryland-validated competencies declared in the five areas of human activity;
- A list of performance-related assessment tasks to measure the declared competencies;
- Instructional guides that describe school-based and community-based learning experiences for achieving the declared competencies;
- An inservice program to assist local school systems in implementing competency-based requirements for graduation; and
- A procedure for continuously reviewing and updating the declared competencies.

The Project has a five-year implementation period to establish minimal competency-based prerequisites for graduation in Maryland. The timeline is as follows:

- Develop by December 1977 a comprehensive plan and timeline for the Project.
- By July 1978, coordinate the process of developing and validating competencies in the five areas of human activity;
- Select assessment tasks to measure student achievement of the defined competencies;
- By September 1980, develop with Maryland educators a variety of learning experiences that permit students to acquire the defined competencies; and
- Work with school-community patrons to implement competency-based graduation requirements by July 1982.

In summary, Project Basic is a major effort to advance public education in Maryland by establishing a minimum set of competency requirements for graduation. Students will be required to demonstrate these competencies through performance-related assessment tasks as part of their learning experience. This

process will enable students to develop competencies in the five areas of human activity specified by the State Board of Education (basic skills, survival, world of work, the arts/physical education, and citizenship).

3.2 Mandate for Special Education Program Monitoring and Evaluation

Maryland Bylaw 13.04.01.03E, Programs for Handicapped Children, requires the State Department of Education to provide procedures for the monitoring and evaluation of programs designed to meet the educational needs of handicapped children, including the effectiveness of individualized education programs. The Maryland State Department of Education also is mandated to monitor all special education programs to assure compliance with Federal statute (P.L. 94-142) throughout the state.

The purposes of the monitoring system are:

- To determine the degree of local and state compliance with the policies, standards, and guidelines set forth in the local and state annual program plans;
- To determine the areas of need which necessitate changes in special education services and resources within Maryland's 24 school systems as a basis for provision of technical assistance, as well as personnel development;
- To provide a basis for the ongoing planning and quality improvement of special education programs in the 24 local education agencies (LEAs); and
- To determine the service delivery systems which provide the most effective services at the least cost.

The Division of Special Education, in cooperation with local school system personnel, monitored and evaluated the compliance of all 24 LEAs during 1977-78. The following areas were examined as they relate to P.L. 94-142 and to state statutes and regulations:

- Full educational opportunities goal and timelines
- Child identification system
- Policy on priorities
- Individualized education programs
- Procedural safeguards
- Least restrictive environment
- Protection in evaluation procedures
- Comprehensive system of personnel development
- Private placements
- Confidentiality of information
- Allocation and use of Part B funds (P.L. 94-142)
- State excess cost requirements

3.2.1 Future Direction of Special Education Program
Monitoring and Evaluation

In 1978-79, the Division of Special Education revised its Monitoring and Evaluation (M. and E.) manual and procedures to include evaluation occurring in a three-year cycle, with onsite visits to eight LEAs per year. Informal monitoring and followup activities to the monitoring system are conducted throughout the year in the LEAs by the regional administration. Local education agencies also are free to request a formal M. and E. during their

nonscheduled years of the three-year cycle. Monitoring and evaluation of all state-operated schools by the Division of Special Education also began in 1978-79.

The revised Monitoring and Evaluation system covers 21 areas that are related to P.L. 94-142 and other regulations and that are explored during the onsite visits:

- Child identification
- Confidentiality
- Full educational opportunities
- Facilities, personnel, and service
- Personnel development
- Parent involvement
- Participation in regular education
- Public control of funds
- Excess cost
- Nonsupplanting of funds
- Comparable services
- Information (reports)
- Records
- Public participation
- Individualized education program
- Policies consistent with statutes
- Nondiscrimination
- Procedural safeguards
- Nonpublic education

- Vocational and career education
- Priorities

3.3 Instruction: Project STAR Reading Intervention

Project STAR (State Technical Assistance Resources) was initiated in July 1976 by the Maryland State Board of Education to improve basic skills in selected schools in the state which scored the lowest in the accountability testing program. The Division of Instruction was charged with planning and implementing the project. The STAR Project worked to achieve the following:

- To provide participant LEAs with a process model to enable them to assess and improve their reading programs;
- To assist the local education agencies and selected schools in assessing their current reading programs through the use of the "Standards for Successful Reading Programs";
- To assist local education agencies in developing action plans for improving the selected schools' reading programs;
- To identify and provide technical assistance personnel to help with the implementation of action plans; and
- To conduct research which documents the processes used for making changes in the reading programs.

The project staff consisted of a state team of reading, language, and guidance specialists and reading resources teachers based at the school level in each of the participating LEAs.

In June 1978, Project STAR adopted the following four Title IV-C goals as being representative of its mission to

improve the reading program in selected schools by providing technical assistance:

- Goal 1: To improve the performance, organization, and administration of elementary schools' reading programs.
- Goal 2: To promote interagency/interdisciplinary cooperation.
- Goal 3: To develop an environment in which change can occur.
- Goal 4: To develop needed competencies to improve reading program content and management.

In July 1978, the Division of Instruction, Program Assessment Branch, was formally charged with the responsibility of evaluating and reporting on Project STAR to the State Board of Education.

3.3.1 Project Evaluation

The major evaluation problem was to determine the impact of the Project STAR reading program intervention. Impact was measured in terms of: (1) change in the reading comprehension grade equivalent scores of third and fifth grade students in participating schools; (2) the meeting of the "Standards for Successful Reading Programs" by participating schools; (3) changes in the perceptions of participating school staffs about their reading programs; and (4) the accomplishment of stated objectives for inservice staff development exercises conducted by Project STAR for participating LEAs' school staff members.

To implement this evaluation an Instructional Program Partition, Evaluation, and Report System was constructed and

applied to Project STAR. The outcome of this application was a series of studies, namely, "A -- The Reading Achievement Study"; "B -- The Standards for Successful Reading Programs Study"; "C -- The Teacher-Staff Perception Study"; and "D -- The Inservice Staff Development Study." Each of these studies was tied to a major goal of Project STAR.

The final results showed that it was a successful effort. The reading achievement of students in the Project STAR schools increased; teacher skills and attitudes improved, and school and central administrative policies and procedures were put into place to provide comprehensive and consistent reading programs.

A three-year longitudinal study of the original eight Project STAR schools showed some positive effects in third and fifth grade reading comprehension scores. For example, in the 1975-76 school year (the period before Project STAR was instigated in these schools), the average third grade reading comprehension scores were either below or the same as the state average of 3.7 (2.7 to 3.7). After Project STAR's first year (1976-77), reading scores in those schools tended to approximate (in six of eight schools) or to surpass (in one of eight schools) the state average of 3.7. Fifth grade scores in this same study either progressed upward, remained at, or surpassed the state average in this same time period. A six-year longitudinal study (i.e., school years 1973-74 to 1978-79) confirmed the tendency of reading scores to move closer to the state average reading comprehension scores for these years after Project STAR was instituted.

APPENDIX A

PUBLIC SCHOOL LAWS OF MARYLAND

§ 7-203. EDUCATION ACCOUNTABILITY PROGRAM¹

- (a) Program established. - The State Board, the State Superintendent, each county board, and each public school shall implement a program of education accountability for the operation and management of the public schools.
- (b) Contents of Program. - The education accountability program shall include the following:
 - (1) The State Board and the State Superintendent shall assist each county board to establish educational goals and objectives that conform with statewide educational objectives for subject areas including reading, writing, and mathematics;
 - (2) With the assistance of its county board, each public school shall survey current student achievement in reading, language, mathematics, and other areas to assess its needs;
 - (3) Each public school shall establish as the basis for its assessment of its needs, project goals and objectives that are in keeping with the goals and objectives established by its county board and the State Board;
 - (4) With the assistance of its county board, the State Board, and the State Superintendent, each public school shall develop programs to meet its needs on the basis of the priorities it sets;
 - (5) Evaluation programs shall be developed at the same time to determine if the goals and objectives are being met; and
 - (6) A reevaluation of programs, goals, and objectives shall be undertaken regularly.
- (c) Standardized testing not the only measurement. - National standardized testing may not be the only measure for evaluating educational accountability.

¹This section formerly appeared as Article 77, § 28A, Maryland Public School Laws.

- (d) Assistance from Department. - The Department shall assist each county board to establish an education accountability program by providing:
- (1) Guidelines for development and implementation of the program by the county boards; and
 - (2) Assistance and coordination where it is needed and requested by the county boards.
- (e) Annual report. - The State Superintendent shall send the Governor and the General Assembly a report each January that includes:
- (1) Documentation of the progress of the Department, the county boards, and each public school in this State towards their respective goals and objectives; and
 - (2) Recommendations for legislation that the State Board and the State Superintendent consider necessary to improve the quality of education in this State.
- (f) Funding. - On the recommendation of the State Superintendent, the State Board shall include in its annual budget request the funds it considers necessary to carry out the provisions of this section. (An. Code 1957, Art. 77 § 28A; 1978, Ch. 22, § 2.)

APPENDIX B

STATEWIDE GOALS IN READING, WRITING, AND MATHEMATICS¹

Students in the public school systems of Maryland, upon completion of programs in reading, writing, and mathematics established by the local school, should achieve at least a minimum level of skills, and should be able to use these skills in everyday life. The established goals in each of these three areas include:

Goals in Reading

1. UTILIZE A VARIETY OF READING MATERIALS
2. USE A WORD RECOGNITION SYSTEM
3. COMPREHEND VARIOUS READING MATERIALS
4. MEET THE READING DEMANDS FOR FUNCTIONING IN SOCIETY
5. SELECT READING AS A PERSONAL ACTIVITY

Goals in Writing

1. USE THE WRITING PROCESS TO COMMUNICATE PERSONAL FEELINGS AND IDEAS, OBSERVING ACCEPTED CONVENTIONS OF WRITING
2. USE THE WRITING PROCESS TO RESPOND TO THE DEMANDS AND OBLIGATIONS OF SOCIETY, OBSERVING ACCEPTED CONVENTIONS OF SOCIETY
3. VALUE WRITING FOR PERSONAL AND SOCIAL REASONS

¹Approved by the Maryland State Board of Education, June 20, 1973.

Goals in Mathematics

1. RECALL AND/OR RECOGNIZE MATHEMATICAL DEFINITIONS, FACTS, AND SYMBOLS
2. PERFORM MATHEMATICAL MANIPULATIONS
3. UNDERSTAND MATHEMATICAL CONCEPTS AND PROCESSES
4. SOLVE SPECIFIC MATHEMATICAL PROBLEMS
5. USE MATHEMATICAL REASONING AND PROCESSES TO MEET PERSONAL AND SOCIETAL NEEDS
6. APPRECIATE AND USE MATHEMATICS

Goals in Reading

Each Maryland student, who has achieved the objectives for reading established by the local school, should:

1. UTILIZE A VARIETY OF READING MATERIALS

In this goal, a student identifies his own purposes for using reading materials, and from a wide variety of available materials, selects those which are suitable in level of difficulty and in content. Such materials include both print (e.g., books, newspapers, periodicals, vertical files, documents) and nonprint (e.g., films, records, transparencies, maps, globes, charts).

2. USE OF WORD RECOGNITION SYSTEM

The achievement of this goal enables a student to perform two tasks which are basic to success in reading. First, he knows and can apply a system for recognizing unfamiliar words. Secondly, he can instantaneously and simultaneously pronounce words and determine their meaning in a particular context. Such a system includes the use of the necessary picture, context, structural, phonic, and authority (i.e., glossary, dictionary) clues.

3. COMPREHEND VARIOUS READING MATERIALS

To accomplish this goal, the student must think literally, critically, and creatively about the intent of the communication. Thus, the student must develop a method for using the pattern of thought in the message in order to understand the meaning and to draw inferences. In this process, he uses his own experiences and knowledge about the content to ask a variety of questions and to find suitable answers to these.

4. MEET THE READING DEMANDS FOR FUNCTIONING IN SOCIETY

This goal prepares the student to survive in society by helping him to cope with everyday reading experiences, (i.e., following directions, locating references, gaining information, understanding forms, and attaining personal development). Since it establishes minimum performance levels for students, this goal is of prime importance.

5. SELECT READING AS A PERSONAL ACTIVITY

The essence of this goal is the student's personal enjoyment and appreciation of the reading process whereby he can and does read. The development of such a positive attitude must not be left to chance, but instead it must include the continuous building of reading interest, desire, and habit as an integral part of all reading instruction throughout the state.

Goals in Writing

Each Maryland student, who has achieved the objectives for writing established by the local school, should:

1. USE THE WRITING PROCESS TO COMMUNICATE PERSONAL FEELINGS AND IDEAS, OBSERVING ACCEPTED CONVENTIONS OF WRITING

The essential feature of this goal is free expression. The student has something personal he wants to express for his own use or to communicate to others. Accepted conventions of writing include

items like spelling, grammar, usage, and sentence structure, which are generally accepted as correct by society.

2. USE THE WRITING PROCESS TO RESPOND TO THE DEMANDS AND OBLIGATIONS OF SOCIETY, OBSERVING ACCEPTED CONVENTIONS OF SOCIETY

In this goal, the student responds because he has been asked to write or because he finds himself in a situation that requires him to write. This would include social correspondence, business transactions, and scholastic writing. Organization, development, and form of writing would be important as well as the mechanics of writing.

3. VALUE WRITING FOR PERSONAL AND SOCIAL REASONS

This goal focuses upon attitudes about writing and upon typical writing behavior. The student recognizes the value of writing in his own daily life and for society in general, is willing to write in response to impulse or requirement, and gets satisfaction from writing something well.

Goals in Mathematics

Each Maryland student, who has achieved the objectives for mathematics established by the local school, should:

1. RECALL AND/OR RECOGNIZE MATHEMATICAL DEFINITIONS, FACTS, AND SYMBOLS

These are the simplest of mathematical tasks but are an essential aspect of achievement. The level of difficulty in this category will depend more on exposure to the material and on memory than on developed skill.

2. PERFORM MATHEMATICAL MANIPULATIONS

The tasks in this category require the individual to carry out single operations and procedures (or sequences of these) that have been previously learned and are specifically requested. Such tasks will require developed skill but will not require any decision as to which process or sequence of processes is needed (e.g., algorithm).

It is in this category that all straightforward computation is included from simple addition to operations with complex numbers; it also includes solution of equations, evaluation of functions, etc. In any case the tasks the individual is required to perform involve only the rote application of learned techniques.

3. UNDERSTAND MATHEMATICAL CONCEPTS AND PROCESSES

In this category the individual will perform tasks which include the following possible kinds of translations within a mathematical context:

- Verbal to mathematical (e.g., words to symbols)
- Mathematical to verbal (e.g., symbols to words)
- Mathematical to mathematical (e.g., translating from one kind of representation to another like an equation to a graph of the equation)
- Mathematical to physical (e.g., use of charts to explain fractions)
- Physical to mathematical (e.g., developing formulas for physical)
- Verbal to verbal (e.g., explanation)

4. SOLVE SPECIFIC MATHEMATICAL PROBLEMS

This goal requires the individual to demonstrate the ability to select knowledge, skills, information, and techniques needed to solve a particular problem and to apply such ability in actually solving the problem.

Included will be tasks ranging from routine to unfamiliar, from specific to abstract, and from those whose solutions are straightforward to those which require ingenuity and insight.

Included will be much of the consumer mathematics used by the majority of adults. Also included will be the ability to follow a proof, find a flaw in a proof, and construct a deductive proof (as in a geometry problem).

The common characteristic of tasks in this category will be that they require the individual to analyze a problem and determine a sequence of steps which will lead to a clearly specified outcome (whether the outcome is finding the cost of a purchase or proving a theorem).

5. USE MATHEMATICAL REASONING AND PROCESSES TO MEET PERSONAL AND SOCIETAL NEEDS

The category is a combination of those mathematical abilities which are open-ended and those which require the use of mathematical techniques and patterns of thought in an independent and constructive way.

Tasks in this category require the ability to transfer and utilize knowledge in new situations, to recognize patterns, to draw conclusions from given data, to plan for the future on the basis of present information, and to use mathematical reasoning to make optimum decisions.

Tasks in this category also require the ability to recognize the existence of a problem, to state it formally, to formulate hypotheses, and to ascertain if the problem has a unique solution. Making judgments about the sufficiency of conditions and the determination of the minimum conditions necessary for proof, the disproof of the hypotheses by counterexample, and proof by induction all come under this heading.

6. APPRECIATE AND USE MATHEMATICS

A. RECOGNIZE THE IMPORTANCE AND RELEVANCE OF MATHEMATICS TO THE INDIVIDUAL AND TO SOCIETY

This goal does not necessarily involve enjoyment of mathematics or participation in the development of ideas, but rather it focuses on the acceptance of mathematics -- i.e., the individual recognizes that mathematics is necessary whether or not he uses it or enjoys studying it. For example, the individual should recognize the contribution that mathematics has made to the progress of civilization, especially in the sciences. There should also be appreciation of the elegance, economy, and techniques of mathematics.

B. ENJOY MATHEMATICS

Emphasis should be placed on the enjoyment involved in acquiring a knowledge of mathematics and in the satisfaction gained from using it rather than on the amount that is learned. Similarly, it is hoped that the individual would not dislike or fear mathematics.

C. USE THE CONTENT AND THE TECHNIQUES OF MATHEMATICS

When the mathematics is relevant and appropriate, individuals should use what they have learned.

D. PARTICIPATE IN THE LEARNING OF MATHEMATICS BEYOND THAT WHICH IS MERELY REQUIRED AND ACTIVELY SEEK TO FURTHER PERSONAL DEVELOPMENT IN THE AREA OF MATHEMATICS

The goal relates to the individual's development of a curiosity about mathematics as well as a readiness to engage in activities in this area (i.e., independent of school and/or job assignments). In contrast to the objectives in other categories, independent action rather than reaction is stressed. This goal emphasizes that the individual should actively seek participation and further development of his skills in mathematics. This is opposed to merely passing judgment or using the principles learned when this was required.

APPENDIX C INSTRUMENTS USED TO MEASURE ACADEMIC ACHIEVEMENT

1. Introduction

A nationally standardized measurement instrument was the source of data collected on student achievement in Maryland. The Iowa Tests of Basic Skills (ITBS), Form 5, 1971 edition, was selected to assess academic achievement.

The ITBS was administered to all Maryland public school children in grades 3, 5, and 7 during the period of March 1 to May 15, 1979.

The academic achievement data presented in the tables of this report are based on the average score made by a grade in a school. No data on individual students or individual classrooms are published. Each local school system collected its own data on individual students and classrooms in relation to its own needs for program or pupil appraisal and diagnosis.

2. Description of Instruments Used

2.1 Iowa Tests of Basic Skills

The following seven subtests of the ITBS were selected for use as indicators of academic achievement. The brief descriptions that follow give a general indication of the skills required for success on each test.

- Reading Skills

Reading Comprehension (55 minutes). The Reading Comprehension Test measures the pupil's ability to recognize and understand stated or implied factual details and relationships; to discern the purpose or main idea of a paragraph or selection; to organize the ideas presented in a selection; and to evaluate what is read. The test uses short stories, factual articles, and poems as the bases for test item.

- Basic Language Skills

Spelling (12 minutes). The Spelling Test measures the pupil's ability to recognize mistakes in spelling. Each test item presents four words. The pupil indicates which, if any, of the words are spelled incorrectly.

Capitalization (15 minutes). The Capitalization Test measures the pupil's ability to recognize the words in a sentence which should be capitalized. The pupil indicates the part of the sentence in which, if any, an error in capitalization occurs.

Punctuation (20 minutes). Ability to punctuate is tested by having the pupil indicate the part of sentence or the part of a correspondence letter in which, if any, an error in punctuation occurs.

Usage (20 minutes). The Usage Test measures the pupil's ability to use words according to the standards of correctly written English. The pupil indicates the sentence in which, if any, errors occur in the use of the verb forms, adjectives, adverbs, etc.

A total Language score is obtained by adding together the grade equivalent (G.E.) scores of the four basic language skills tests and dividing the sum by four.

- Mathematics Skills

Mathematics Concepts (30 minutes). The Mathematics Concepts Test measures the pupil's ability to understand the number system and the terms and operations used in mathematics. It goes beyond

the four fundamental processes of addition, subtraction, multiplication, and division by exploring concepts involved in currency, quantity, time, temperature, weight, length, volume, working with whole numbers, and working with decimals, fractions, percents, and ratios. The pupil is presented with a question and four alternative responses from which he or she is to select the one which best answers the question.

Mathematics Problem Solving (30 minutes). The intent in this test is to measure the pupil's ability to solve realistic problems presented in situations he or she might experience in everyday living. The test does not require the pupil to compute the answer but to select the correct one from four stated alternatives.

A total Mathematics score is obtained by adding together the grade equivalent scores of the two mathematics tests and dividing the sum by two.

The achievement test scores are expressed as G.E. (grade equivalent) scores. The first digit represents the grade and the second digit the month within the grade. A G.E. of 5.7 would be read fifth grade, seventh month.

APPENDIX D SCHOLASTIC APTITUDE AND ACADEMIC ACHIEVEMENT OF SELECTED COLLEGE-BOUND HIGH SCHOOL SENIORS IN MARYLAND, COMPARED WITH A NATIONAL SAMPLE¹

One way of getting an indication of the effectiveness of school systems in Maryland is to compare the performance of Maryland students on the Admissions Testing Program (ATP), administered by a nonpublic national organization, the College Entrance Examination Board, with performance of students across the country. The ATP is organized to help higher education institutions select their students.

In the two-battery series of the ATP (Scholastic Aptitude Test (SAT) and Achievement Tests), the mean scores of Maryland high school seniors for the year 1978-79 were generally higher than national norms. Tables D-1 and D-2 compare the scores of Maryland high school seniors with the national sample on the Scholastic Aptitude Test and Achievement Tests, respectively.

Table D-1 shows that during 1978-79, the mean of Maryland students for the SAT was one point lower than the national sample for the Verbal Section. On the Mathematics Section of the SAT, the mean of Maryland students was three points lower than the national sample.

¹Source: College Board ATP Summary Reports, 1978-79. Maryland Seniors and College-Bound Seniors, 1978-79. Princeton, N.J.: College Entrance Examination Board, Admissions Testing Program.

TABLE D-1. STATE LEVEL -- SCHOLASTIC APTITUDE TEST (SAT) SCORES OF MARYLAND COLLEGE-BOUND HIGH SCHOOL SENIORS IN MARYLAND, COMPARED WITH A NATIONAL SAMPLE FOR 1978-79

Score	SAT Verbal				SAT Math			
	Maryland sample		National sample		Maryland sample		National sample	
	Number	Per-cent	Number	Per-cent	Number	Per-cent	Number	Per-cent
750-800	87	0	2,650	0	325	0	9,059	1
700-749	327	1	10,229	1	711	2	21,480	2
650-699	655	2	21,069	2	1,223	4	41,689	4
600-649	1,353	4	42,313	4	2,233	7	76,793	8
550-599	2,129	7	69,211	7	3,170	11	106,141	11
500-549	3,569	12	114,783	12	4,312	14	147,896	15
450-499	4,379	15	147,474	15	4,334	14	147,129	15
400-449	5,313	18	180,588	18	4,342	14	144,557	15
350-399	4,860	16	164,500	17	3,823	13	126,972	13
300-349	3,697	12	124,798	13	3,371	11	103,791	10
250-299	2,357	8	73,750	7	1,957	6	55,583	6
200-249	1,454	5	40,252	4	376	1	10,315	1
Number	30,180		991,617		30,177		991,405	
Mean	426		427		464		467	
Standard deviation	113		110		120		117	

TABLE D-2. STATE LEVEL -- ACHIEVEMENT TEST SCORES OF SELECTED COLLEGE-BOUND HIGH SCHOOL SENIORS IN MARYLAND, COMPARED WITH A NATIONAL SAMPLE FOR 1978-79

Score	English Composition			
	Maryland sample		National sample	
	Number	Percent	Number	Percent
750-800	75	2	1,722	1
700-749	233	5	6,570	4
650-699	517	11	14,535	8
600-649	712	15	20,584	11
550-599	892	18	29,510	16
500-549	836	17	32,832	18
450-499	731	15	30,808	16
400-449	515	11	25,742	14
350-399	235	5	14,559	8
300-349	97	2	7,702	4
250-299	36	1	2,371	1
200-249	4	0	331	0
Number	4,883		187,266	
Mean	541		514	
Standard deviation	102		106	

TABLE D-2. STATE LEVEL -- ACHIEVEMENT TEST SCORES OF SELECTED COLLEGE-BOUND HIGH SCHOOL SENIORS IN MARYLAND, COMPARED WITH A NATIONAL SAMPLE FOR 1978-79 (continued)

Score	Math Level I				Math Level II			
	Maryland sample		National sample		Maryland sample		National sample	
	Number	Per-cent	Number	Per-cent	Number	Per-cent	Number	Per-cent
750-800	52	2	2,288	2	265	19	6,411	19
700-749	160	5	5,772	4	308	22	6,098	18
650-699	356	11	12,377	9	333	24	7,360	21
600-649	496	15	19,105	13	255	19	6,629	19
550-599	636	20	27,465	19	135	10	4,429	13
500-549	698	21	29,439	20	31	2	1,530	4
450-499	459	14	22,323	15	24	2	932	3
400-449	252	8	16,465	11	16	1	630	2
350-399	112	3	7,600	5	5	0	316	1
300-349	26	1	2,313	2	1	0	143	0
250-299	6	0	410	0	0	0	32	0
200-249	0	0	15	0	0	0	3	0
Number	3,253		145,572		1,373		34,513	
Mean	554		537		673		657	
Standard deviation	92		97		82		95	

TABLE D-2. STATE LEVEL -- ACHIEVEMENT TEST SCORES OF SELECTED COLLEGE-BOUND HIGH SCHOOL SENIORS IN MARYLAND, COMPARED WITH A NATIONAL SAMPLE FOR 1978-79 (continued)

Score	Biology				Chemistry			
	Maryland sample		National sample		Maryland sample		National sample	
	Number	Per-cent	Number	Per-cent	Number	Per-cent	Number	Per-cent
750-800	11	1	1,030	2	52	6	1,808	5
700-749	65	5	3,166	7	85	10	2,823	8
650-699	133	11	4,784	11	128	14	4,336	13
600-649	188	16	6,218	14	148	17	5,568	16
550-599	248	21	6,904	16	148	17	5,589	16
500-549	215	18	6,858	16	156	18	5,837	17
450-499	186	16	5,817	14	103	12	4,554	13
400-449	101	8	4,366	10	47	5	2,618	8
350-399	36	3	2,523	6	12	1	889	3
300-349	14	1	1,032	2	5	1	132	0
250-299	0	0	259	1	0	0	5	0
200-249	0	0	45	0	0	0	0	0
Number	1,197		43,002		884		34,159	
Mean	553		547		587		575	
Standard deviation	92		109		98		102	

TABLE D-2. STATE LEVEL -- ACHIEVEMENT TEST SCORES OF SELECTED COLLEGE-BOUND HIGH SCHOOL SENIORS IN MARYLAND, COMPARED WITH A NATIONAL SAMPLE FOR 1978-79 (continued)

Score	American History				French			
	Maryland sample		National sample		Maryland sample		National sample	
	Number	Per-cent	Number	Per-cent	Number	Per-cent	Number	Per-cent
750-800	13	1	399	1	39	5	1,283	5
700-749	26	3	1,049	2	58	7	1,587	7
650-699	55	6	2,436	4	85	10	2,220	9
600-649	103	10	4,052	7	108	13	3,067	13
550-599	150	15	6,554	11	142	17	3,700	16
500-549	168	17	9,140	16	142	17	4,055	17
450-499	177	18	10,978	19	120	14	3,742	16
400-449	144	15	11,111	19	102	12	2,615	11
350-399	104	11	7,829	13	46	5	1,147	5
300-349	30	3	3,502	6	6	1	197	1
250-299	9	1	825	1	0	0	8	0
200-249	3	0	130	0	0	0	0	0
Number	982		58,005		848		23,621	
Mean	508		480		552		554	
Standard deviation	103		101		108		108	